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ABSTRACT

The North Shore Community College Library Training Institute, "Serving the Under-Served", was a five-day conference of public and community college librarians, designed to foster cooperation and communication and to focus attention on those people not being adequately served by either type of library. The activities of the Institute, including its planning, execution, and evaluation, are discussed. The individuals involved in the Institute, whether members of the planning team, faculty, advisory committee, or just a participant, are specified. The goals, format, and design of the Institute are discussed. The evaluation activities of the Institute with reference to the planning process, sessions, and attitude change are described and some conclusions are drawn. Specific problem areas for the Institute are mentioned. (WH)

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NARRATIVE EVALUATION REPORT ON THE INSTITUTE

FOR

SERVING THE UNDER - SERVED

North Shore Community College

Beverly, Mass. 01915

October 15 - 19, 1973

SUBMITTED BY: Paula Corman
(617) 927-4850; Ext. 48

IR 001 143

SERVING THE UNDERSERVED

A written narrative of a Librarian Training Institute, funded under Title II-B of E.S.E.A., Department of Health, Education and Welfare

I. Preface

II. Individuals Involved
Planning Team
Advisory Committee
Faculty
Participants--selection

III. Goals, Format, and Design

IV. Evaluation

V. Problem Areas

VI. Summary

Chapter I

Preface

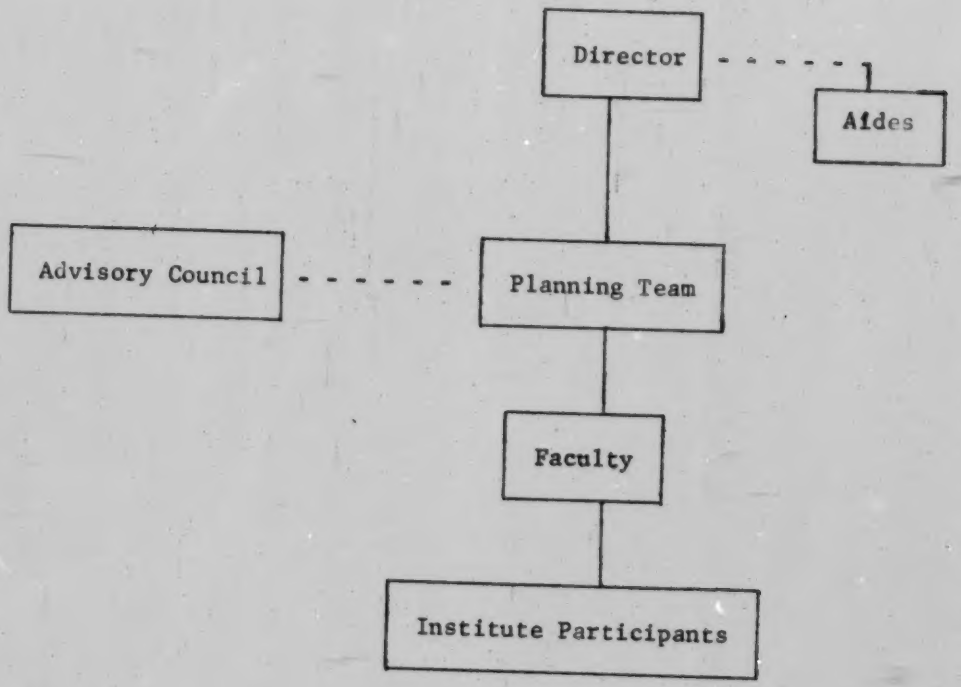
During the Fall of 1973, it became obvious that few public librarians were aware of the potential linkages between their libraries and those of the fifteen community colleges in Massachusetts. Cooperation between these sister institutions varied from being non-existent to some limited amount of cooperation. In an attempt to break down barriers in communication between these two agencies and to focus their attention on the people that were not being served adequately by either type of library, the North Shore Community College Library Training Institute, "Serving the Under-Served" was created.

II.

Individuals Involved

PLANNING TEAM. It has been said that "most of the work carried on by librarians is done with a great deal of skill; the rest is carried out with a great deal of serendipity." And so it was with NSCC's Library Training Institute in the very early stages. Preliminary exploration of the topic led to Arlene Hope, who is the Library Services Program Officer in Region I of the U. S. Office of Education. Miss Hope was aware of an earlier Title II effort that resulted in the creation of NEON, the New England Outreach Network. NEON's goal is to move public libraries into a pro-active role in seeking ways to serve patrons who customarily do not take advantage of library services. Three librarians originally involved in NEON's initial training efforts were Eleanor Arthur, Head Librarian of the Bedford Public Library, Elizabeth Watson, Children's Librarian at the Fitchburg Library, and Barbara Weaver, Regional Administrator for the Central Massachusetts Regional Library System. These three were invited by Miss Hope to meet with the Institute Director even before the proposal was submitted. Together with her, the idea for the Institute began to take shape so that the proposal that was originally submitted fairly well indicated the final form of the Institute. The Ms. Arthur, Weaver and Watson with the Institute Director formed the nucleus of the Planning Team. They were later joined by O. Herbert McKenney, Director of Learning Resources at Cape Cod Community College and Dr. Phyllis Sweet of Lowell Technological Institute, who served as Institute evaluator. (Figure I)

Librarian Training Institute



II-2
Figure I

The Planning Team charged itself with the organization and implementation of the philosophy of the Institute. Ms. Arthur, Weaver and Watson drew heavily upon their experiences from the earlier NEON institutes; they exemplified the networking concept by further extending principles developed at their earlier institutes. Equally important, their knowledge of people and human behavior and their experience in running training institutes was invaluable. Mr. McKenney's role was to represent the community college sector on the Planning Team. As Director of Learning Resources at Cape Cod Community College, he has been involved with the Massachusetts system longer than any of his counterparts and therefore, was uniquely able to speak to the needs of the community college librarians. Dr. Sweet had much experience in educational evaluation but had not previously worked with librarians. Far from being a liability, her skill in developing measurable educational objectives forced much of the early thinking of the Planning Team to be clarified so that later implementation became an easier task to carry out and to subsequently evaluate. A timetable was developed at the earliest meeting that provided a guideline throughout the planning and development.

ADVISORY COMMITTEE. A second level of input was felt to be desirable by the members of the Planning Team, that could best come from individuals outside of itself, and therefore it created an Advisory Committee of citizens, librarians and representatives of public welfare agencies. The Advisory Committee met in early June. They were told about the goals of the Institute, as seen by the Planning Team and were asked for help in the following areas:

(1) To examine ways in which public and community college libraries can improve service to agencies and to the public

(2) To identify patrons that they felt these libraries were not serving adequately

(3) To suggest faculty-especially those having expertise in areas identified by the Planning Team as being essential to the Institute

(4) To suggest members of public service agencies who might be able to inform librarians about their experience in reaching out to potential patrons.

The joint meeting held with the Advisory Committee proved to be most fruitful. Many helpful suggestions were made just along the lines desired by the Planning Team. As a result, and especially since there was no remuneration involved, it was not felt that these people need donate any more of their time.

FACULTY. Gathering the faculty for the Institute proved to be one of the most challenging tasks facing the Planning Team since it was necessary that several criteria be met:

(1) That they have necessary subject expertise gained through considerable hands-on experience in serving under-served populations

(2) That they have credibility since participants generally indicated at least superficial knowledge of Institute concepts.

(3) That they be available for the greater part of a day since that is what they would need to spend at the Institute.

With these criteria in mind, the Planning Team instructed the Director to invite these individuals who met the criteria to serve as Institute Faculty. Their suggestions for Faculty, as well as the suggestions of the Advisory Committee were followed up and thus a Faculty was created. (Figure II) A series of orientation sessions were set up after the

Institute Director
Paula Corman

Planning Team
Paula Corman
Eleanor Arthur
O. Herbert McKenney
Phyllis Sweet
Elizabeth Watson
Barbara Weaver

Aides
Sherry Moulton
Elizabeth Rhyne

Institute Faculty

Abner Darby
Denton Crews
Jane McNulty
Ralph Tufo
Janet Freedman
Devon Davidson
Lynn Lazar
Joe Arceri
Francina Gelzer
Joyce Ellis
Helen Early
Jeffrey Forbes

Advisory Committee

Paula Corman
Barbara Weaver
Elizabeth Watson
O. Herbert McKenney
Eleanor Arthur
Linda Harris
Ralph Tufo
Denton Crews
Jane McNulty

Participants

Barbara Cornish
Paul DeAngelis
Alice Dolan
Claire Eaton
Lillian Goldin
Marjorie Gustafson
Richard Hayes
James Izatt
Ellen Lynch
Stillman Hilton
Wallace Mason
Mary McKenna
Stephen Miller
Nicholas Minadakis
Anne Morris
Muriel Murphy
Wilbur Parrott
Marjorie Paulson
Anne Petterson
Mary Pereira
Katharine Reichert
Joseph Schmuch
Beverly Shank
Richard Sobel
Lena Staples
Mark Titus
Maralyn Zion

Evaluation

Phyllis Sweet
Ann Rocklin

Figure II

Faculty accepted the invitations to acquaint them with the goals and format of the Institute. Members of the Planning Team met with them individually as well as in a group session to develop the specifications for each of their sessions. Asked for suggestions, the Faculty developed added guidelines and made many valuable contributions to the overall design of the Institute. An interesting, although unplanned outcome of faculty involvement came through their awareness of general librarian attitudes toward service to patrons. Although many of the Faculty had "ghost stories" to relate about some of their initial encounters with forbidding and unfriendly librarians, it is safe to say that their attitude was much changed as a result of the interaction provided by the Institute.

PARTICIPANTS. Participants were solicited via a general mailing directed at all public libraries and all community college libraries. Respondents were asked to fill out an application blank stating what they were already doing in an "outreach" capacity and why they wanted to attend the Institute. Response was disappointing. Out of 400 invitations mailed, there were only 35 responses. Part of this lack of response may have been due to a problem that occurred when, instead of being mailed first class, the letters were sent out on bulk rate. It could be argued that in spite of the official "Commonwealth of Massachusetts" envelope, they were perceived, because of the bulk rate stamp, junk mail and consigned to wastepaper baskets.

Of the 35 respondents 30 were identified as participants and 5 as alternates. The decision was made by the Planning Team based on the following criteria:

a) The respondent's potential as a change-agent within the library vis a vis their job title

b) Their statement of present activity

c) Their statement of need

When these 30 participants had been selected, they were asked to signify their acceptance. At this point, several of those selected dropped out, and it was necessary to go into the list of alternates. As it subsequently resolved itself, everyone of the original respondents received an invitation to attend in order to fill the allocated positions.

III.

Institute Goals, Format, and Design

As discussed above, the goals of the Institute were fairly straightforward:

(1) To bring public librarians together with their regional community college librarians to open up lines of communication

(2) To focus the attention of the cooperative efforts on the needs of the underserved

(3) To introduce participants to methodology to be used in constructive problem solving

The Institute was formulated to implement these goals in two stages:

(1) By bringing participants together into their geographical gouping

(2) Asking the group to structure an action plan to serve an "under-served" group unique to its own area

The second goal exemplified the philosophy of the Planning Team; that indigenous to each geographical region of the state are particular-needs groups which may require of a librarian special techniques to reach and to deliver materials; that the technique of working at mutual problem-sharing and solving in a non-threatening setting could be incorporated subsequently into their "real" world upon leaving the Institute; that the experience of constructive problem-solving is a learned skill; that increased awareness of mutual problems, or specific ones, could further the spirit of cooperation and could decrease the artificial dichotomies underlying many sectors of librarianship.

Beyond this, the over-all program design attempted to follow a logical sequence through the situation.

Monday—Explanation of goals of the Institute; overviews; explanation of design

Tuesday—Presentation of community agencies' information needs; learning how to build for the planning process; learning how to communicate

Wednesday—Sources for and problems in acquiring and publishing non-traditional information and materials

Thursday—Ways to deliver materials; samples of materials; community interest

Friday—Wrap up; delivery of projects produced at Institute

Overlaid on this was still another attempt to coordinate the learning experience; most simply stated, each afternoon session would be spent within the regional group with morning faculty serving as advisors. The game plan was that the groups could use the faculty as consultants as they developed programs, or models, to reach their own underserved. Evening sessions Wednesday and Thursday were open and attendance at activities were optional. (Fig. 4)

Early in the process a decision was made to build a feedback mechanism into the program in order to be more responsive to participants' goals (as they evolved throughout the week) and to be able to consequently alter the program in accordance with these participant goals. It was recognized, however, that there were several inherent risks in this approach:

a) that there could be operational constraints to the concept of responsiveness (i.e. over-all scheduling; arrangements with faculty, etc.);

b) that participants' goals might not be compatible with the program for which the Institute had been funded;

c) that inability to respond to participant feedback could be a negative force, thereby nullifying any gains to be derived from the feedback process.

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
11:00 Registration & Settling In	9:00 Feedback Report 9:30 GENERAL SESSION Panel Discussion: Community Agency people discuss HOW CAN LIBRARIANS HELP Abner Darby Denton Crews Jane McNulty Ralph Tufo 10:30 Coffee 10:45 Reassemble in Learning Groups	9:00 Feedback Response 9:30 GENERAL SESSION Acquisition of Materials Janet Freedman Devon Davidson Lynn Lazar 10:30 Coffee 10:45 Learning Grpups Re-assemble	9:00 Feedback Report 9:30 GENERAL SESSION New Ways of Delivering Materials Francina Gelzer Joyce Ellis Helen Early 10:30 Coffee 10:45 Groups Reassemble	9:00 Feedback Session 9:30 Project Presentation 10:30 Coffee 10:45 Reassemble 11:00 Wrap up
12:00 Lunch 1:30 Welcome & Housekeeping Info. 1:40 GENERAL SESSION Meet Your Mates 2:30 Goals & Objectives of Workshop 3:30 Speaker-Hardy Franklin-Who are the Underserved? 5:00 Wine & Cheese Party 6:00 Dinner	12:00 Lunch 1:30 GENERAL SESSION Model Building for the Planning Process 4:00 Feedback Session 6:00 Dinner	12:00 Lunch 1:30 Small groups work on problem... 4:00 Feedback Session 5:30 Dinner (Optional)	12:00 Lunch 2-4 Wrap-up Projects prepare presentations to entire group 4:00 Feedback Session	
7:30 GENERAL SESSION Overview of the week discuss design as relates to needs expressed by participants. Small group discussion local needs & resources. Geographical groups work together on project 9:30 Compile resource bank-Feedback Session* *Attendance at all feedback sessions is optional.	7:30 GENERAL SESSION Communication Skills Joe Arceri	6:30 Bus trip to Salem State College	5:00 On-"Do Your Own Thing"-Participants Own Time	

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Figure 4

In spite of these potential pitfalls, the decision was made, and throughout the Institute there were scheduled daily feedback sessions with members of the Planning Team at which participant attendance was optional. Out of each feedback session, sheets containing the participants remarks or suggestions for change were generated. These were posted so that all Institute participants could read and react to them.

Before the next session (or the next day's activities) began a member of the Planning Team would lead a group discussion dealing with the Planning Team's disposition of the suggestions. Where modification was possible, it was implemented; if it was not possible, the reasons preventing implementation were also discussed.

As a result of these sessions, the overall program design was somewhat altered. This alteration and the problems that necessitated it are discussed in a later chapter.

Every member of the Planning Team was on hand at the Institute site for at least one full day and for one evening; the Director was there for the full five days. Their arrivals and departures were coordinated so that each could provide his or her successor with a "briefing" session. This was one of the most valuable aspects of the Institute; while resident Institutes have a tendency to become emotionally charged, the fact that the members of the Planning Team were coming in fresh, contributed immensely to keeping a sense of perspective about the process. Being free of emotional involvement themselves, they were potentially able to make better decisions when the need arose.

Also built into the program were several segments of non-structured time. The site of the Institute (a magnificent ocean-side estate) aided by New England's best weather made "break time" an imperative. The fact that there were bicycles at everyone's disposal with scenic roadways or pathways lent itself to this non-activity.

APPENDIX C-2A

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The Commonwealth of Massachusetts
North Shore Community College
Beverly, Massachusetts 01915

TELEPHONE 927-4850
EXT. 48

Dear

Massachusetts' communities and colleges have developed some of the finest libraries and learning resource centers in the nation. At the same time, one of the difficult problems facing all these libraries is how to make their resources effectively available to the under-served sections of our communities such as the non-English speaking, minority groups, the elderly, the handicapped and the youth. As we all know, we have been hampered in this direction through lack of facilities, limited funding and lack of trained staff and personnel.

In response to these problems, North Shore Community College is offering a five-day resident workshop on the problem and possible solutions for public and community college librarians from throughout the Commonwealth. The name and purpose of the workshop will be:

SERVING THE UNDER-SERVED: A COMMUNITY LIBRARY PROBLEM

The public library has not been alone in attempting to implement effective out-reach programs. The entire community college system, with its open-door policy and many community interest programs, is also deeply involved with and committed to serving the educational needs of the under-served. But its libraries have faced the same problems of developing out-reach programs as the public libraries.

The workshop, to be held from Monday, October 15th through Friday, October 19th, will explore what these two institutions, the Public and Community College Library, can do cooperatively to improve service to these groups. A Federal grant will enable participants to attend this workshop at no cost to themselves or their sponsoring institution. Travel expenses to and from Eastern Point, Gloucester (the location of the institute), as well as board and room will be reimbursed to all participants.

Attached to this letter is an application form that we urge you or your designate to fill out and return to us by August 15th. Since attendance at this workshop is limited to thirty participants, applicants will be judged on the basis of commitment to the concepts of out-reach service to the under-served.

Hoping that we may hear from you soon...

Cordially,

Paula Corman

Paula Corman
Institute Director

PC:sm
Enclosure

APPENDIX C-1. SESSION EVALUATION FORM

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I Did this session contain material or information of interest and/or use to you in directly meeting your goals in attending this institute?

Yes_____ No_____

II Should this session be included in the planning of another similar institute?

Yes _____ No _____

III If not, why not?

IV The one best feature of this session was:

V The one worst feature of this session was:

VI Please indicate by an "X" your opinion of the following:

	EXCELLENT	GOOD	FAIR	POOR
Seating				
Lighting				
Acoustics				
Time Scheduled				
Time Allocated				
Staff				
Other (please specify)				
_____				

Session #/_____

Day TH

Social Security #_____

PLEASE DO NOT SIGN YOUR NAME TO THIS FORM

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APPENDIX C-28

Application

Name _____

Business
Address _____

_____

_____ Phone_____

Home
Address _____

_____

_____ Phone_____

Have you been a participant at other Federally funded institutes or programs?

Yes _____ No_____

Due to the limited number of spaces available at this institute, if you are not accepted, would you be interested in attending another institute to be held at some later date?

Yes _____ No_____

_____ _____ _____ _____ _____ _____ _____

In order to be eligible as a participant, this form MUST be returned no later than August 15th.

(FOLD HERE)

Goal Statement

Please formulate a statement about your reasons for wanting to attend this institute (use reverse side if necessary)

_____

_____

_____

_____

_____

_____

_____

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_____

_____

_____

_____

_____

_____

_____

_____

(Signature)

Learning Resource Center
North Shore Community College
3 Essex Street
Beverly, MA 01915

ATT: Paula Corman
Institute Director

(Staple)

APPENDIX C-4

Social Security No._____

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Directions: Please circle the number preceding all relevant correct answers. If the answers given do not fully reflect your answer, use the blank provided next to "Other". Please use whatever categories are most specific to your answer.

1. What would your objectives be if you were able to attend another institute of this type?
   - 01 Cooperative program development
   - 02 Evaluation information for existing programs
   - 03 Outreach
   - 04 Program development information
   - 05 Resource allocation skills
   - 06 Sharing information and experiences among librarians
   - 09 Other, please specify_____

2. Who makes up the community as seen from your current professional perspective?
   - 01 Blacks and other racial groups
   - 02 Blue collar workers
   - 03 Elderly or retired
   - 04 Ethnic groups
   - 05 Geographic area
   - 06 Home-based shut-ins or handicapped
   - 07 Library users
   - 08 Middle class, business or professional
   - 10 Non-English speaking
   - 11 Non-library users
   - 12 Nursing homes and sanitoriums
   - 13 Prisons
   - 14 Religious groups
   - 15 Rural areas
   - 16 Students all ages (children)
   - 17 Young adults
   - 18 Welfare recipients, unemployed and/or residents of low income/ depressed areas
   - 19 White collar workers
   - 09 Other, please specify_____

3. What are the long-term library related needs of your community as you view them after attending this institute?
   - 01 Financial aid or department
   - 02 General service expansion
   - 03 Information service expansion
   - 04 Inter-community library
   - 05 Media service expansion, including cable TV
   - 06 Mobile libraries and branches
   - 07 Outreach
   - 08 Planning aid or department
   - 10 Physical plant or staff expansion
   - 11 Public relations
   - 12 Special service expansion
   - 09 Other, please specify_____

4. What are the short-term library related needs of your community as you view them after attending this institute?

01 Financial aid or department
02 General service expansion
03 Information service expansion
04 Intercommunity library
05 Media service expansion, including cable TV
06 Mobile libraries and branches
07 Outreach
08 Planning department
10 Physical plant or staff expansion
11 Public relations
12 Special service expansion
09 Other, please specify_____

5. Who are the underserved in your community? (DIRECTIONS: Please circle the number preceding all relevant correct answers. For every answer with a number circled place a number from 01 to 20 indicating your assessment of greatest need.—1=most need; 10=least need in the blank to the right of each category. You should only indicate as many as you believe are underserved in your community.

01 Blacks and other racial groups ___
02 Blue collar workers ___
16 Children ___
03 Elderly or retired ___
04 Ethnic groups ___
05 Geographic area ___
06 Home based shut-ins or handicapped ___
07 Library users ___
08 Middle class, business or professional ___
10 Non-English speaking ___
11 Non-library users ___
20 Non-readers or poor readers ___
12 Nursing homes and sanitoriums ___
13 Prisons ___
14 Religious groups ___
15 Rural areas ___
16 Students ___
17 Young adults ___
18 Welfare recipients, unemployed and/or residents of low income/ depressed areas ___
19 White collar workers ___
09 Other, please specify_____ ___

6. What do you see as necessary components of library service to be added, expanded or retained to serve the underserved in your community? (DIRECTIONS: Please circle the number preceding all relevant correct answers. For every answer with a number circled, indicate whether you see addition, expansion or retention as necessary—retention=1, expansion=2, addition=3 in the blank to the right of each category)

01	Financial aid	___
02	General service	___
03	Information service	___
04	Intercommunity library	___
05	Media services, including Cable TV	___
06	Mobile libraries and branches	___
07	Outreach	___
08	Planning	___
10	Physical plant or staff	___
11	Public relations	___
12	Special services	___
09	Other, please specify_____	___

7. What is the relationship between the community college in your region and the public library in your region?

01	No community or other college in region
17	No relationship between public and community college in region
16	Cooperative Book Services
03	Cooperative Information Services
05	Cooperative Media Services and Equipment
07	Cooperative Outreach Services
10	Cooperative Plant Services
15	Cooperative Professional, Paraprofessional and Volunteer Usage
08	Cooperative Program Planning
11	Cooperative Public Relations
02	Cooperative Purchase Plan
12	Cooperative Special Services Planning
09	Other, please specify_____

8. What should the relationship between the community college in your region and the public library be?

01	No community or other college in the region
17	No relationship between public and community college in the region
16	Cooperative Book Services
03	Cooperative Information Services
05	Cooperative Media Services and Equipment
07	Cooperative Outreach Services
10	Cooperative Plant Services
15	Cooperative Professional, paraprofessional, & volunteer usage
08	Cooperative Program Planning
11	Cooperative Public Relations
02	Cooperative Purchase Plan
12	Cooperative Special Service Planning
09	Other, please specify_____

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PUBLIC LIBRARY

STREET · MERIDEN, CONN. 06450

TELEPHONE 238-2344

Oct. 4th

Dear Dr. Sweet:

I regret that there has been such a delay in my response. I kept looking at your letter and thequestions, unable to decide how to handle it, hoping tomorrow I would know what I could write that would have any meaning in your survey,. After a vacation and a very busy fall program, rereading your questions, I must tell you that I can not be of any help. Meriden does not have a community college and I have no past experiehce along these lines, therefore, I am unable to participate in the survey, in a meaningful way.

My best wishes to you for a successful traing session. Wish I could have been of some help.

Sincerely,

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September 25, 1973

Dear Librarian:

A few weeks ago you were asked to take part in a survey so that we could effectively measure the learning experience of the Massachusetts librarians who will be participating in our training Institute. If you have not already done so, may I urge that you fill out the questionnaire and return it to me by October 5.

Should any part of the questionnaire be difficult for you to answer, just ignore the question (s) and complete the rest of the form. May I add that your contribution to this project is extremely important.

Very truly yours,

Phyllis Sweet

Phyllis Sweet, Ph.D.
Project Evaluator

321

Yes I did receive your letter but never a questionnaire but I am not in Mass, but Conn, and find plenty to do here.

H. Sargent

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PUBLIC LIBRARY
159 WEST CENTER ST.
WEST BRIDGEWATER, MA 02379
TEL. 583-2087

September 27, 1973

Dr. Phyllis Sweet
68 Levbert Road
Newton, Mass.

Dear Dr. Sweet:

Please send a copy of the questionnaire that you mentioned in your reminder of September 25. I have not yet received a copy of this.

I will complete it and return it as soon as possible.

Sincerely,

Wilbur Parrott

Wilbur Parrott

BEST COPY AVAILABLE

September 25, 1973

Dear Participant:

We are most anxious to receive your replies to the questionnaire we sent out earlier since we have no way of measuring the learning experience unless we have these questionnaires in hand. May I please urge you, if you have not already done so, to return the completed questionnaire to me by Friday, October 5th.

Should any of the questions present problems in answering them, just disregard them.

Very truly yours,

Phyllis Sweet

Phyllis Sweet, Ph.D.
Project Evaluator

ear

P. S. Enclosed you will find a self-addressed envelope for your convenience.

I never received a questionnaire!

Mark Titus, Director
Plymouth Public Library
Plymouth, Mass. 02360

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September 25, 1973

I am Participating:

We are most anxious to receive your replies to the questionnaire as most of our action plans will have to be carried out during the Library Experience which we have since curtailed for the year. May I please urge you, if you have not already done so, to return the completed questionnaire to us by Friday, October 5th.

Should any of the questions present problems in answering them, just disregard them.

Very truly yours,

Phyllis Sweet

Phyllis Sweet, Chairman
Project Evaluator

ps

P. S. Enclosed you will find a self-addressed envelope for your convenience.

We are sorry to advise you that Phyllis Chapman is hospitalized following an auto accident and will be unable to attend.

K. G. Bowman
Librarian

Oct. 1, 1973

THE BERKSHIRE ATHENAEUM
PITTSFIELD, MASSACHUSETTS

#16-22-2613

I mailed my reply to your questionnaire on September 7, 1973.

If you did not receive it, perhaps you could have this announced, by the above number, at the Institute and I will be happy to provide you with another copy.

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Wareham Free Library
75 High Street
Wareham, Mass. 02571

Oct 3, 1973

Dear Ms Scott,

Please send a copy of the questionnaire you reference in your letter of Sept. 25. I seem to have been missed in one of your mailings.

Very truly yours,
Barbara Kovish

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September 25, 1973

Dear Participant:

We are most anxious to receive your replies to the questionnaire we sent out earlier since we have no way of measuring the learning experience unless we have these questionnaires in hand. May I please urge you, if you have not already done so, to return the completed questionnaire to me by Friday, October 5th.

Should any of the questions present problems in answering them, just disregard them.

Very truly yours,

Phyllis Sweet

Phyllis Sweet, Ph.D.
Project Evaluator

ear

P. S. Enclosed you will find a self-addressed envelope for your convenience.

I have answered these questions & sent you the answers last week.

Richard Sobel
087-34-7883

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September 25, 1973

Dear Librarian:

A few weeks ago you were asked to take part in a survey so that we could effectively measure the learning experience of the Massachusetts librarians who will be participating in our training institute. If you have not already done so, may I urge that you fill out the questionnaire and return it to me by October 5.

Should any part of the questionnaire be difficult for you to answer, just ignore the question (s) and complete the rest of the form. May I add that your contribution to this project is extremely important.

Very truly yours,

Phyllis Sweet

Phyllis Sweet, Ph.D.
Project Evaluator

10/1/73
P Sweet.
Due to academic etc. report could not be worked on until Sept. Accordingly, it was mailed to you a week ago. Hope you have received it now.
D. J. Stanley
Hartford Comm. Coll.

IV

Evaluation

INTRODUCTION

As an initial approach to the evaluation of this institute, the evaluator, heretofor unfamiliar with the specifics of the training of librarians, was informed of the strong dedication of these professionals to SERVICE. This was a knotty problem, for the institute was to be evaluated mainly on the basis of attitude change in service--a major objective of the proposed institute from its first draft. Thus, initially several contingencies were built into the evaluation in order to separate operational change from verbal change resulting from temporary redefinition of SERVICE.

The final plan, prior to the onset of institute-related activities, involved a pre-test-post-test design with both an experimental and a control group and a follow-up study after a lapse of several months. The follow-up, funds for which are not available, is not included in this report. Attempts at collecting data from a control group also fell afoul of funding and mailing problems, specifically those arising out of delays in releasing and authorizing funds while maintaining a rigidly fixed institute start date. Thus sufficient time for appropriate follow-up procedures for the 90 per cent non-response from our selected control group was not available. An indication of the reasons for non-response is available in Appendix A. Most of these difficulties could have been solved given an additional month of front time.

Essentially then, this evaluation is based on a revised evaluation plan. This plan includes three components: (1) an analysis of the planning process for the institute; (2) an analysis of institute attendees'

evaluation of six specific sessions activities; (3) an analysis of attitude change involving pre-and post-test together with pre-selection data. These components are discussed below.

This plan is believed to appropriately deal with the chameleon-like propensities of the subject group.

1. The Planning Process

Planning was essentially a three agent process involving the Director, an Advisory Council, and the Planning Team. The Director's activities can best be assessed as a reflection of the overall program evaluation.

The Advisory Council met once to provide a series of objectives from a wide spectrum of community agents. That this was highly successful is obvious from the documentation of June 12, 1973. In the words of the documentation, the specific role of the Council was "to delineate the needs of the secondary target audience so that faculty, best able to interpret the community concerns and needs criteria to the institute participants, could be identified. . . create support for the institute and its goals."

The Planning Team consisted of four primary members. All of these were trained as librarians, including the Director. The two peripheral members were a librarian at a community college who attended a small number of critical sessions (the Director also represented community college librarians), and the evaluator. The documents from which the evaluation herein is drawn are enclosed as Appendix B. The Planning Team's functioning will be assessed on the basis of the successive refinement and carrying out of an operating plan for the institute.

Therefore, two components of this evaluation are presented. The first component relates to the planning operations itself. This is developed below in the form of a PERT chart, established after the fact from the documentation (Table 1). A careful perusal of this material indicates

that there was little waste in terms of time and energy in the total planning process. So such, then, planning was to be considered as both economical and efficient, the major criteria upon which such a process can be based.

Table 1. PERT CHART OF PLANNING TEAM OPERATIONS

		Start	End
00	Develop overall time-table	5/11	7/17
0001	Revise budget		7/23
01	Identify members of Advisory Council	4/27	5/11
0101	Specify roles of Advisory Council		5/11
0102	Specify criteria for membership on Advisory Council		5/11
02	Invite members to participate in Advisory Council	5/11	ab.6/1
0201	Compose letter of invitation		5/25
0202	Review and revise letter of invitation		5/25
03	Design meeting of Advisory Council	4/27	ab. 5/25
0301	Develop role of planning team at Advisory Council		6/12
0302	Execute meeting of Advisory Council		6/12
04	Modify objectives and goal as result of Ad. Council	4/27	7/23
05	Select Institute participants	4/27	7/23
0501	Develop criteria for participants and alternates		8/16
0502	Determine to whom invitational letters should go		6/19
0503	Design application form		ab. 7/1
0504	Mail invitational letter and application form		ab. 7/15
0505	Design acceptance letter and pre-test form		8/23
0506	Mail acceptance letter and pre-test form		8/30
06	Select faculty	4/27	8/30
0601	Hire faculty		9/5
07	Design workshop	4/27	8/23
0701	Develop tentative program		7/23
0702	Determine role of feedback		8/23
0703	Carry-out workshop		10/19
08	Evaluation	6/19	3/1
09	Final report	10/19	3/30

The second component of the evaluation of the Planning Team must be the operation of the institute, specifically in relation to the goals stated above. Here we must specify (A) the goals set up by the proposal under which funding was received; (B) the goals specified and refined by the advisory team and re-refined by the planning team; and (C) the schedule of institute activities intended to carry out these goals (Table 2). That these three lists each represent an inclusive refining process clearly consistent with the overall plan is a strong indication of the potential effectiveness of the Planning Team. Further evidence is offered when comparing the elements listed in Column C with the appropriate sessions evaluations on Table 3.

2. Sessions Evaluations

So well as the schedule of activities seems on paper to reflect the goals of the institute, it is necessary to assess how well the sessions themselves appeared to meet the goals of the participants and how well the sessions themselves functioned. To this end, all participants were asked to fill out a form (APPENDIX C-1) after each of five of the sessions (Figure I). Five questions were asked of all participants for each session. The findings are shown in Tables 3 and 4.

As can be seen in Table 3 on the overall 85.5% of the responses felt the sessions met the respondents goals for attending the institute. Additionally, over 90% of those reporting felt that all sessions except the Wednesday A.M. session should be repeated in another institute.

The Wednesday A.M. session met the goals of less than 40% of the respondents, leaving more than 60% who felt the session should not be repeated in another institute. The only specific complaint to explain this finding was that the session was irrelevant to the respondents objectives. This statement is substantiated by Table 4 which shows that the principal

Table 2. OPERATION OF INSTITUTE VIEWED AS A FUNCTION OF SPECIFIED GOALS

A. GOALS SET UP BY THE PROPOSAL UNDER WHICH FUNDING WAS RECEIVED	B. GOALS SPECIFIED AND REFINED BY THE ADVISORY TEAM AND RE-REFINED BY THE PLANNING TEAM	C. INSTITUTE ACTIVITIES INTENDED TO CARRY OUT THESE GOALS (refer to schedule)
1. To increase expertise of public librarians by encouraging them to open up lines of communication so that positive interaction with members of the disadvantaged result in programs, resources, and materials which reflect the perceived needs of the group rather than the librarians' concepts of their needs	1. To increase inter-librarians cooperation, specifically, to offer an educational experience in joint problem-solving (See A 1)	1. Monday 7:30 P.M. Tuesday 10:45 A.M. Wednesday 10:45 A.M. Wednesday 1:30 P.M. Thursday 2-4 P.M.
2. To train public and community college librarians so that they become more proficient in satisfying the informational needs of minority and disadvantaged	2. To develop skills so that librarians can facilitate intra-library awareness of community needs (See A 1)	2. Tuesday 9:30 A.M. Tuesday 7:30 P.M.
3. To encourage the community college librarians to reach into the community with resources that can augment the problems already being run by other community agencies	3. To improve librarian's ability to identify sources of materials and information for the underserved, specifically, to train librarians to assess needs of the under served (See A 2)	3. Monday 3:30 P.M. Tuesday 7:30 P.M.
4. To increase the skill of the participants in the acquisition, administration, and dissemination of the kinds of informational resources needed for survival by the disadvantaged.	4. To improve librarian's ability to acquire materials and information for the underserved, specifically, to consider cooperative selection to insure broad coverage and avoid duplication (See A 2)	4. Wednesday 9:30 A.M.
	5. To encourage librarians to develop an enlarged view of the librarians' roles in the community (See A 3)	5. Tuesday 9:30 A.M. Tuesday 1:30 P.M.
	6. To improve librarians' ability to deliver materials and information to the underserved (See A 4)	6. Thursday 9:30 A.M.

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Table 3. SESSIONS EVALUATION: QUESTION NUMBERED 1, 2, AND 3 BY SESSION

	MON. P.M.	TUES. A.M.	TUES. P.M.	WED. A.M.	WED. P.M.	THR. A.M.	TOTAL
Number of Responses							
1. Did this session contain material or information of interest and/or use to you in directly meeting your goals in attending this institttue?							
Yes	20	24	24	16	18	22	124
No	6	2	1	10	2	-	21
Total	26	26	25	26	20	22	145
2. Should this session be included in the planning of another similar institute?							
Yes	23	24	24	16	17	22	126
No	1	1	0	10	1	-	13
Total	24	25	24	26	18	22	139
3. If not, why not?							
Vague	X						
Impractical		X					
Irrelevant				X	X		
Percent Distribution of Responses							
Question 1							
Yes	77.0	92.4	96.0	38.5	90.0	100.0	85.5
No	23.0	7.6	4.0	61.5	10.0	-	14.5
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Question 2							
Yes	95.8	96.0	100.0	38.5	94.4	100.0	90.6
No	4.2	4.0	-	61.5	5.6	-	9.4
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Table 4. SESSIONS EVALUATION: QUESTION NUMBERS 4 AND 5 BY SESSION

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	Monday P.M.	Tuesday A.M.	Tuesday P.M.	Wednesday A.M.	Wednesday P.M.	Thursday A.M.	Total
Number of Responses							
4. Aspects of session most liked							
Format	6	9	8	5	15	2	45
Staffing	-	5	2	10	2	10	29
Curriculum	16	12	10	7	5	11	61
Total	22	26	20	22	22	23	135
5. Aspects of session least liked							
Format	9	4	2	3	5	-	23
Staffing	4	6	3	5	1	-	19
Curriculum	8	1	1	9	4	-	23
Time	5	8	4	3	3	11	34
Total	26	19	10	20	13	11	99
Percentage Distribution of Responses							
Aspects of session most liked							
Format	27.2	34.6	40.0	22.7	68.2	8.7	33.3
Staffing	-	19.2	10.0	45.5	9.1	43.5	21.5
Curriculum	72.8	46.2	50.0	31.8	22.7	47.8	45.2
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Aspects of session least liked							
Format	34.6	21.1	20.0	15.0	38.5	-	23.2
Staffing	15.4	31.6	30.0	25.0	7.6	-	19.2
Curriculum	30.8	5.2	10.0	45.0	30.8	-	23.2
Time	19.2	42.1	40.0	15.0	23.1	100.0	34.4
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0

aspect least liked in this session was the curriculum (specific subject matter of the session).

This session was the only session in the institute which met the stated goal "To improve the librarian's ability to acquire materials and information for the underserved, specifically, to consider cooperative selection to insure broad coverage and avoid duplication." To the participants, however, this was the least chosen category in both pre and post tests asking about objectives (Table). It seems that this objective is believed by participants to be met in other mediums, e.g. professional journals, meetings, etc. and therefore, was both unexpected and unnecessary within the institute format.

As is obvious, most sessions got a vote of approval from the participants in terms of their own goals and their evaluation of the needs of future participants at similiar conferences. However, specific aspects of each session were not so uniformly endorsed.

Table 4 analyzes three aspects of the sessions which were most liked, i.e., format, staffing, and curriculum; and four aspects of the sessions which were least liked, time (too much or too little allowed) was added to the format, staffing and curriculum. In general the curriculum was the most liked feature. However, the Wednesday sessions provided the exception. For the afternoon session, which itself was not liked, staffing proved to be the redeeming grace. For the Wednesday evening session, which was a bus trip to a multi-media library, the format was overwhelmingly endorsed.

Staffing of the Wednesday and Thursday mornings sessions was endorsed by the participants.

On an overall basis, time allocation appeared to be the least liked aspect of the sessions. Time was either too long or too short for a sizeable proportion of the participants for three of the six sessions evaluated.

Two of the sessions had format incompatability. Monday night's session, involving small group work, and the Wednesday evening session at the "off-campus" site were both voted as having least-liked formats. (Of course, not every participant responded to both Question 4 and Question 5. A response such as that given on the evaluation of Wednesday evening's session is somewhat ambiguous and can probably best be explained as an either/or proposition.) As might have been expected, the Wednesday morning session attendees indicated that the curriculum aspect of this session was least liked.

Staffing of the Tuesday sessions was censured by the participants. However, observation of the mood climate of the institute on Thursday indicated an extremely negative atmosphere toward everything that day.

3. Attitude Change

Data to determine attitude change was developed from three separate instruments. The first was a statement submitted by the then applicant in relation to his/her goals for attending the institute (Appendix C-2). All of these statements were content-analyzed and were compared with similar questions asked after selection of the participants but before the institute (pre-test data) and post-test or "after-institute" data.

The pre-test data was collected by mailing a one-sheet eight-question questionnaire (Appendix C-3) to all participants. Responses to all eight questions were content-analyzed to both provide comparable data and to aid in the structuring of the post-test questionnaire.

The post-test questionnaire (Appendix C-4) was distributed to all participants on Friday morning. Since it was in objective form, it simply required checking all appropriate answers. Most participants completed this form in ten minutes.

Tables 5 to 12 represent comparative data assessing the impact of the institute. Column 1 may be said to represent preconceived notions which are changed through the institute. Column 2 represents persons who did not change their attitudes and in fact may represent rather sophisticated members of the institute group vis a vis the program of this institute. Column 3 represents the changes occurring as a result of institute participation. The fourth column refers to the application form and gives the total number of responses per category. The fifth and sixth columns give the same total information for the pre-and-post-test respectively.

Outreach was the single most important objective to participants both in application and before the institute. Cooperative program development and sharing information and experiences were a far second before the institute. After the institute, these two latter categories virtually tied as the most important objective with program development information being next followed by outreach. Even with the rank order reduction, outreach maintained all but four of its original responses. Thus, the institute viewed from the perspective appears to have achieved goals B-1 and B-3 (Table 2) but in no way at the expense of outreach (goal A-3; B-5). In fact, one might say that the institute encouraged participants to adopt more objectives for their service rather than alternative objectives.

From a personal standpoint, (comparing Columns 1 and 3) a continuation effect appears. That is, in attending another institute sharing information and experience among librarians, getting evaluation information for existing programs and cooperative program development are now most needed, whereas outreach has been sufficiently incorporated into the service self-image. This appears to be an endorsement of the institute's goal B-1.

Table 6 in a sense represents the community of the library but more realistically represents the "audience" or target group for outreach. The

reader should compare this with Table 9. Prior to the institute, from individual respondents the middle class business or professional person, the elderly, infirmed and those of lowest socio-economic status were seen the primary members as this target group. Following the institute, workers, both blue and white collar, young adults and the various ethnic groups moved into central focus. As a whole all of the groups mentioned before and after the institute by individuals were endorsed by participants as a whole as community members (see Column 6). Again, a broader perspective appears to have been a major outcome of the institute. This represents achievement of goal B-5.

Tables 7 and 8 refer to long and short-term library-related needs. These results are most applicable to objective B-2 in that appropriate appraisal and attention to long and short-term needs represent major political skills the librarian needs for intra-library action. Here a narrowing of focus would be most effective. The data indicates that for long-term needs this was achieved by adopting a small number of broadly worded needs rather than a larger number specific programs as selected before the institute. Just the opposite situation occurred with short-term needs, that is, specific programs were endorsed rather than broad programs. It would seem that participants became more familiar with the realities of requesting changes most effectively.

Table 9 asks the participants to define the underserved in their communities and to rank order in terms of greatest need. Omitting from consideration rankings based on less than three persons, non-library users, the elderly or retired, and ethnic groups as well as non-English speaking were the most in need as viewed by pre-institute participants. After the institute, blue-collar workers were added to those in greatest need. The response to this question compared to the response on question #2 (Table 6) indicates

that "community" and "underserved" were more distinguishable in the minds of the participants prior to the institute. After the institute, participants seem to have developed a kind of selective perception, i. e., viewing the community in terms of its underserved.

Table 10 relates specifically to goals B-2 and B-6, that is, in evaluating appropriate components of library service the librarian develops skills in differential allocations which are bound to improve the facilitation of intra-library awareness and abilities in the delivery of materials and information specifically to the underserved. Prior to the institute, the three most necessary components of library service were seen to be (1) Mobile libraries and branches, (2) Outreach, and (3) Planning. Following the institute, media services became of prime importance followed by a tie between financial aid, intercommunity library and outreach. It appears that alternatives to traditional methods of reaching out, specifically the use of media and intercommunity library together with a healthy acknowledgement of the part which finances play began to be accepted by participants as a result of the institute. This would seem to aid in achievement of goals B-1 and to some extent B-3.

Tables 11, 12, and 13 indicate the attendees assessment of the actual and ideal relationship between the community college and the public library. On Table 11, it is obvious that one of the achievements of the institute was the clarification by the attendees as to what constitutes "no relationship." Considerably more participants indicated no relationship after the institute than before. Prior to the institute the actual relationship, if any, was viewed as centering in cooperative book services. After the institute, it appears that a redefinition to cooperative information services, perhaps as a broader, more inclusive term was used.

Along with redefinition seems to have come a broader understanding of the potentials of cooperative ventures between the two institutions. Co-operative information services, special service planning, outreach, and plant services were all viewed as making up the ideal relationship prior to the institute. This was expanded to include cooperative book services, program planning and media services and equipment. Plant services and special services planning became considerable less "prime" for cooperative ventures. Both of these tables (11 & 12) indicate achievement of goals B-1 and B-3.

Another way of looking at these last two questions is to deal only with respondents who did not reply that no community college or other college existed in their region, i.e. those with self-assessed reasonable access to cooperative ventures (All participants were selected so that from a geographical basis rather than a practical one access was possible). Although their assessment of the situation as it is was the same as the larger group, cooperative book and plant services became cooperative outreach, media and equipment, information, and special service planning after the institute. To this group special service planning became a prime area of desired future cooperation. (See Table 13)

So was indicated in the documentation (see Appendix B) all the goals, with the exception of B-4 are evaluated using the techniques which this report describes and discusses. The remaining objective has been assessed by assuming receipt of materials may be equated with "improvement of ability to acquire materials." As such, a list of materials received by participants as part of the Wednesday A.M. session is attached as Appendix D. As will be noted this session was not well accepted, thus leaving the question as to the appropriateness of this goal

CONCLUSIONS

1. If the institute is to be repeated:
   a. Either change goals so that the acquisition of materials is incorporated within other topics or inform participants what they are getting in this session not available through other channels
   b. Staffing should be carefully reviewed
   c. Time allocations should be carefully reviewed
   d. Except for Monday and Wednesday sessions, the format should be retained. Introduction of the type and rationale for Wednesday evenings' format should be added. Monday evenings' format should be revised.
2. More attention should be placed upon realistic need assessment if this is to be defined as a skill needed for intra-library action.
3. The question of selective perception of the community, an unexpected outcome of the institute, should be analyzed in the preparation of other similar institutes.
4. The institute may generally be viewed as broadening the perspectives of participants in terms of their goals, their community, alternatives available individually and as cooperative ventures.

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Table 5. Comparison of pre- and post-test data for institute participants. Question #1

1. What would your objectives be if you were able to attend another institute of this type?*

1	2	3	4	5	6	
1	8	9	8	9	17	Cooperative program development
3	-	12	6	3	12	Evaluation information for existing programs
8	8	3	15	16	11	Outreach
2	7	7	6	9	14	Program development information
2	-	7	4	2	7	Resource allocation skills
2	6	12	9	8	18	Sharing information and experiences among librarians
2	-	2	-	2	2	Other, please specify _____

Column 1-persons selecting alternative in pre-test, but not in post-test
Column 2-persons selecting alternative in both pre- and post-test
Column 3-persons selecting alternative in post-test, but not in pre-test
Column 4-Total application selected alternatives
Column 5-Total pre-test selected alternatives
Column 6-Total post-test selected alternatives

*Question as stated on post-test.

Table 6. Comparison of pre- and post-test data for institute praticipants- Question # 2

2. Who makes up the community as seen from your current professional perspective?*

1**	2**	3**	4**	5**	6**	
1	3	9	2	4	12	Blacks and other racial groups
1	4	13	1	5	17	Blue collar workers
3	8	9	5	10	17	Elderly or retired
1	2	12	5	3	12	Ethnic groups
1	-	8	-	1	8	Geographic area
1	2	10	5	3	12	Home-based shut-ins or handicapped
2	7	7	-	9	14	Library users
4	12	3	-	16	15	Middle class, business or professional
2	4	6	9	6	10	Non-English speaking
2	3	11	-	5	14	Non-library users
3	1	10	3	4	11	Nursing homes and sanitoriums
-	1	4	2	1	5	Prisons
1	2	6	-	2	8	Religious groups
-	1	3	2	1	4	Rural areas
1	10	8	-	11	18	Students all ages (children)
1	4	13	7	5	17	Young adults
3	3	7	-	6	10	Welfare recipients, unemployed and/or residence of low income/depressed areas
2	-	13	-	2	13	White Collar workers
1	-	4	1	1	4	Other, please specify _____

*Same question in pre- and post-test
**See foot note, Table 5

Table 7. Comparison of pre- and post-test data for institute participants- Question # 3

3. What are the long-term library related needs of your community as you view them after attending this institute?*

1**	2**	3**	4**	5**	6**	
2	3	9	a	5	12	Financial aid or department
1	2	13	a	3	15	General service expansion
3	1	12	a	4	13	Information service expansion
-	1	5	a	1	6	Inter-community library
-	2	13	a	2	15	Media service expansion, including cable TV
1	1	6	a	2	7	Mobile libraries and branches
2	4	8	a	6	12	Outreach
5	-	4	a	5	4	Planning aid or department
2	4	9	a	6	13	Physical plant or staff expansion
-	4	11	a	4	15	Public relations
2	2	7	a	4	9	Special service expansion
9	-	-	a	9	-	Other, please specify _____

a Not asked
*Question as stated on post-test
**See footnote, Table 5

Table 8. Comparison of pre- and post-test data for institute participants-Question # 4

4. What are the short-term library related needs of your community as you view them after attending this institute?*

1**	2**	3**	4**	5**	6**	
-	2	7	a	2	9	Financial aid or department
1	5	7	a	6	12	General service expansion
-	3	10	a	3	13	Information service expansion
-	1	6	a	1	7	Intercommunity library
1	1	11	a	2	12	Media service expansion, including cable TV
-	1	1	a	1	2	Mobile libraries and branches
1	-	13	a	1	13	Outreach
-	-	1	a	-	1	Planning department
2	2	5	a	4	7	Physical plant or staff expansion
1	6	5	a	7	14	Public relations
5	1	4	a	6	5	Special service expansion
6	1	-	a	7	1	Other, please specify _____

a Not asked
*Question as stated on post-test
**See footnote, Table 5

Table 9. Comparison of pre= and post-test data for institute participants-- Question # 5

5. Who are the underserved in your community? (DIRECTIONS: Please circle the number preceding all relevant correct answers. For every answer with a number circled place a number from 01 to 20 implicating your assessment of greatest need—1=most need; 10=least need in the blank to the right of each category. You should only indicate as many as you believe are underserved in your community.)*

1	2	3	4		
5	4	3.6	5.8	Blacks and other racial groups	_____
2	10	2.5	3.6	Blue collar workers	_____
13	15	2.7	3.5	Elderly or retired	_____
4	8	2.5	3.5	Ethnic groups	_____
5	3	5.6	4.3	Geographic area	_____
11	12	3.6	4.7	Home based hust-ins or handicapped	_____
7	2	5.4	6.0	Library users	_____
13	8	5.9	7.2	Middle class, business or professional	_____
12	9	2.5	1.7	Non-English speaking	_____
7	16	2.9	2.9	Non-library users	_____
-	9	-	5.1	Non-readers or poor readers	_____
2	10	3.5	5.3	Nursing homes and sanitoriums	_____
1	2	1.0	8.0	Prisons	_____
2	2	4.0	8.5	Religious groups	_____
3	1	3.0	1.0	Rural areas	_____
19	11	5.9	6.3	Students and children	_____
11	9	4.0	4.3	Young adults	_____
9	10	3.0	4.7	Welfare recipients, unemployed and/or residents of low income/depressed areas	_____
-	2	-	5.5	White collar workers	_____
4	2	3.3	5.0	Other, please specify_____	_____
5	-	5.0	-		

Column 1—Total persons selecting alternatives in pre-test
Column 2—Total persons selecting alternatives in post-test
Column 3—Average rank assignment in pre-test
Column 4—Average rank assignment in post-test

*Question as stated on post-test.

Table 10. Comparison of pre- and post-test data for institute participants-Question # 6

6. What do you see as necessary components of library service to be added, expanded or retained to serve the underserved in your community? (DIRECTIONS: Please circle the number preceding all relevant correct answers. For every answer with a number circled, indicate whether you see addition, expansion or retention as necessary—retention=1, expansion=2, addition=3 in the blank to the right of each category.)*

1	2	3	4	
3	17	2.0	2.3	Financial aid
14	14	1.9	1.7	General service
9	13	2.2	2.0	Information service
7	9	2.1	2.3	Intercommunity library
20	16	2.2	2.5	Media services, including Cable TV
2	9	2.5	1.9	Mobile libraries and branches
8	14	2.3	2.3	Outreach
3	10	2.3	1.8	Planning
12	13	2.0	2.1	Physical plant or staff
9	15	1.2	2.0	Public relations
19	11	1.8	2.2	Special services

Column 1—Pre-test: Total persons selecting alternative
Column 2—Post-test: Total persons selecting alternatives
Column 3—Average importance assignment in pre-test. High score is most important.
Column 4—Average importance assignment in post-test. High score is most important

*Question as stated on post-test.

Table 11. Comparison of pre- and post-test data for institute participants-Question # 7

7. What is the relationship between the community college in your region and the public library in your region?*

1**	2**	3**	4**	5**	6**	
5	2	2	a	7	4	No community or other college in region
2	5	8	a	7	13	No relationship between public and community college in region
4	-	2	a	4	2	Cooperative Book Services
1	1	3	a	2	4	Cooperative Information Services
-	-	1	a	0	1	Cooperative Media Services and Equipment
-	-	-	a	0	0	Cooperative Outreach Services
2	-	1	a	2	1	Cooperative Plant Services
1	-	1	a	1	0	Cooperative Professional, Paraprofessional and Volunteer usage
1	-	1	a	1	1	Cooperative Program Planning
2	-	1	a	2	1	Cooperative Public Relations
-	1	1	a	1	1	Cooperative Purchase Plan
2	-	-	a	2	0	Cooperative Special Services Planning
-	-	3	a	0	3	Other, please specify _____

a Not asked
* Question as stated on post-test
** See footnote, Table 5.

Table 12. Comparison of pre- and post-test data for institute participants- Question # 8

8. What should the relationship between the community college in your region and the public library be?*

1**	2**	3**	4**	5**	6**	
-	-	3	a	-	3	No community or other college in the region
1	-	1	a	1	1	No relationship between public and community college in the region
3	1	9	a	4	10	Cooperative Book Services
2	5	12	a	7	17	Cooperative Information Services
-	1	14	a	1	15	Cooperative Media Services and Equipment
2	4	10	a	6	14	Cooperative Outreach Services
4	1	6	a	5	7	Cooperative Plant Services
2	-	6	a	2	6	Cooperative Professional, Paraprofessional, & volunteer usage
3	1	9	a	4	10	Cooperative Program Planning
-	1	8	a	1	9	Cooperative Public Relations
1	3	3	a	4	6	Cooperative Purchase Plan
4	3	3	a	7	6	Cooperative Special Service Planning
1	-	2	a	1	2	Other, please specify _____

a Not asked
* Question as stated on the post-test
** See footnote, Table 5.

TABLE 13. Question 7 Compared With Question 8 For Respondents Who Have Community Colleges In Their Region

	Pre-Test			Post-Test		
	1	2	3	1	2	3
Cooperative Book Services	3	2	3	2	1	4
Cooperative Information Services	2	1	2	6	5	6
Cooperative Media Services and Equipment	-	-	-	2	2	6
Cooperative Outreach Services	-	-	-	-	-	7
Cooperative Plant Services	2	2	3	1	2	4
Cooperative Professional, paraprofessional, & volunteer usage	1	1	1	1	-	3
Cooperative Program Planning	1	-	1	1	1	4
Cooperative Public Relations	2	-	-	1	1	4
Cooperative Purchase Plan	1	1	1	1	1	2
Cooperative Special Service Planning	2	-	2	-	-	5
Other, please specify	-	-	1	2	-	1

Column 1—Total responses Question 7
Column 2—Total responses both Question 7 and Question 8
Column 3—Total responses Question 8

Along with redefinition seems to have come a broader understanding of the potentials of cooperative ventures between the two institutions. Cooperative information services, special service planning, outreach and plant services were all viewed as making up the ideal relationship prior to the institute. This was expanded to include cooperative book services, program planning and media services and equipment. Plant services and special services planning became considerable less "prime" for cooperative ventures. Both of these tables (11 and 12) indicate achievement of goals B-1 and B-3.

Another way of looking at these last 2 questions is to deal only with respondents who did not reply that no community college or other college existed in their region, i.e. those with self-assessed reasonable access to cooperative ventures (All participants were selected so that from a geographical basis rather than a practical one access was possible). Although their assessment of the situation as it is was the same as the larger group, cooperative book and plant services became cooperative outreach, media and equipment, information and special service planning after the institute. To this group special service planning became a prime area of desired future cooperations. (See Table 13)

As was indicated in the documentation (see Appendix B) all the goals, with the exception of B-4, are evaluated using the techniques which this report describes and discusses. The remaining objective has been assessed by assuming receipt of materials may be equated with "improvement of ability to acquire materials". As will be noted, this session was not well accepted, thus leaving the question as to the appropriateness of this goal.

Conclusions

1. If the institute is to be repeated, a) Either change goals so that the acquisition of materials is incorporated within other topics or inform participants what they are getting in this session not available through other channels. b) Staffing should be carefully reviewed. c) Time allocations should be carefully reviewed. d) Except for Monday and Wednesday evening sessions the format should be retained. Introduction of the type and rationale for Wednesday evenings format should be added. Monday evenings format should be revised.
2. More attention should be placed upon realistic need assessment if this is to be defined as a skill needed for intra-library action.
3. The question of selection perception of the community, an unexpected outcome of the institute should be analyzed in the preparation of other similar institutes.
4. The institute may generally be viewed as broadening the perspectives of participants in terms of their goals, their community, alternatives available individually and as cooperative ventures.

Figure I. INSTITUTE SCHEDULE INDICATING GOALS AND EVALUATIONS

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
MORNING	11:00 Registration & Settling In	9:00 Feedback Report 9:30 GENERAL SESSION Panel Discussion: Community Agency People discuss HOW CAN LIBRARIANS HELP (B-5, B-2) Abner Darby, Denton Crews, Jane McNulty, Ralph Tufo 10:30 Coffee 10:45 Reassemble in Learning Groups (B-1) *	9:00 Feedback Response 9:30 GENERAL SESSION Acquisition of Materials (B-4) Janet Freedman, Devon Davidson, Lynn Lazar 10:30 Coffee 10:45 Learning Groups Reassemble (B-1) *	9:00 Feedback Report 9:30 GENERAL SESSION New Ways of Delivering Materials (B-6) Francina Gelzer, Joyce Ellis, Helen Early 10:30 Coffee 10:45 Groups Reassemble *	9:00 Feedback Session 9:30 Project Presentation 10:30 Coffee 10:45 Reassemble 11:00 Wrap up
AFTERNOON	12:00 Lunch 1:30 Welcome & Housekeeping Information 1:40 GENERAL SESSION Meet Your Mates 2:30 Goals & Objectives of Workshop 3:30 Speaker—Hardy Franklin Who Are The Underserved? (B-3) 5:00 Wine and Cheese Party 6:00 Dinner	12:00 Lunch 1:30 GENERAL SESSION Model Building for the Planning Process (B-5) 4:00 Feedback Session 6:00 Dinner	12:00 Lunch 1:30 Small groups work on problem...(B-1) 4:00 Feedback Session 5:30 Dinner (optional)	12:00 Lunch 2-4 Wrap-up Projects prepare presentations to entire group (B-1) 4:00 Feedback Session	BEST COPY AVAILABLE
EVENING	7:30 GENERAL SESSION Overview of the week, discuss design as relates to needs expressed by participants. Small group discussion local needs & resources. Geographical groups work together on project (B-1) 9:30 Compile resource bank—Feedback Session* * Attendance at all feedback sessions is optional. *	7:30 GENERAL SESSION Communication Skills (B-2, B-3) Joe Arceri *	6:30 Bus trip to Salem State College *	5:00 On-"Do Your Own Thing"— Participants Own Time	*Session Evaluation For

Table 9. COMPARISON OF PRE- AND POST-TEST DATA FOR INSTITUTE PARTICIPANTS

QUESTION # 5

5. Who are the underserved in your community? (DIRECTIONS: Please circle the number preceding all relevant correct answers. For every answer with a number circled place a number from 01 to 20 implicating your assessment of greatest need—1=most need; 10=least need in the blank to the right of each category. You should only indicate as many as you believe are underserved in your community.)*

1	2	3	4		
5	4	3.6	5.8	Blacks and other racial groups	____
2	10	2.5	3.6	Blue collar workers	____
13	15	2.7	3.5	Elderly or retired	____
4	8	2.5	3.5	Ethnic groups	____
5	3	5.6	4.3	Geographic area	____
11	12	3.6	4.7	Home-based shut-ins or handicapped	____
7	2	5.4	6.0	Library users	____
13	8	5.9	7.2	Middle class, business or professional	____
12	9	2.5	1.7	Non-English speaking	____
7	16	2.9	2.9	Non-library users	____
-	9	-	5.1	Non-readers or poor readers	____
2	10	3.5	5.3	Nursing homes and sanitoriums	____
1	2	1.0	8.0	Prisons	____
2	2	4.0	8.5	Religious groups	____
3	1	3.0	1.0	Rural areas	____
19	11	5.9	6.3	Students and children	____
11	9	4.0	4.3	Young adults	____
9	10	3.0	4.7	Welfare recipients, unemployed and/or residents of low income/depressed areas	____
-	2	-	5.5	White collar workers	____
4	2	3.3	5.0	Other, please specify_____	____
5	-	5.0	-		

Column 1—Total persons selecting alternatives in pre-test
Column 2—Total persons selecting alternatives in post-test
Column 3—Average rank assignment in pre-test
Column 4—Average rank assignment in post-test

*Question as stated on post-test.

Table 10. COMPARISON OF PRE- AND POST-TEST DATA FOR INSTITUTE PARTICIPANTS

QUESTION # 6

6. What do you see as necessary components of library service to be added, expanded or retained to serve the underserved in your community? (DIRECTIONS: Please circle the number preceding all relevant correct answers. For every answer with a number circled, indicate whether you see addition, expansion, or retention as necessary—retention=1, expansion=2, addition=3 in the blank to the right of each category.)*

1	2	3	4	
3	17	2.0	2.3	Financial aid
14	14	1.9	1.7	General service
9	13	2.2	2.0	Information service
7	9	2.1	2.3	Intercommunity library
20	16	2.2	2.5	Media services, including Cable TV
2	9	2.5	1.9	Mobile libraries and branches
8	14	2.3	2.3	Outreach
3	10	2.3	1.8	Planning
12	13	2.0	2.1	Physical plant or staff
9	15	1.2	2.0	Public relations
19	11	1.8	2.2	Speical services

Column 1—Pre-test: Total persons selecting alternative
Column 2—Post-test: Total persons selecting alternatives
Column 3—Average importance assignment in pre-test
Column 4—Average importance assignment in post-test
} High score is most important

* Question as stated on post-test.

Table 11. Comparison of pre- and post-test data for institute participants- Question # 7

7. What is the relationship between the community college in your region and the public library in your region?*

1**	2**	3**	4**	5**	6**	
5	2	2	a	7	4	No community or other college in region
2	5	8	a	7	13	No relationship between public and community college in region
4	-	2	a	4	2	Cooperative Book Services
1	1	3	a	2	4	Cooperative Information Services
-	-	1	a	-	1	Cooperative Media Services and Equipment
-	-	-	a	-	-	Cooperative Outreach Services
2	-	1	a	1	1	Cooperative Plant Services
1	-	1	a	1	-	Cooperative Professional, Paraprofessional and Volunteer Usage
1	-	1	a	1	1	Cooperative Program Planning
2	-	1	a	2	1	Cooperative Public Relations
-	1	-	a	1	1	Cooperative Purchase Plan
2	-	-	a	2	-	Cooperative Special Services Planning
-	-	3	a	-	3	Other, please specify _____

a Not asked
*Question as stated on post-test
**See footnote, Table 5

Table 12. COMPARISON OF PRE- AND POST-TEST DATA FOR INSTITUTE PARTICIPANTS—

QUESTION # 8

8. What should the relationship between the community college in your region and the public library be?*

1**	2**	3**	4**	5**	6**	
-	-	3	a	-	3	No community or other college in the region
1	-	1	a	1	1	No relationship between public and community college in the region
3	1	9	a	4	10	Cooperative Book Services
2	5	12	a	7	17	Cooperative Information Services
-	1	14	a	1	15	Cooperative Media Services and Equipment
2	4	10	a	6	14	Cooperative Outreach Services
4	1	6	a	5	7	Cooperative Plant Services
2	-	6	a	2	6	Cooperative Professional, Paraprofessional, and volunteer usage
3	1	9	a	4	10	Cooperative Program Planning
-	1	8	a	1	9	Cooperative Public Relations
1	3	3	a	4	6	Cooperative Purchase Plan
4	3	3	a	7	6	Cooperative Special Service Planning
1	-	2	a	1	2	Other, please specify_____

a Not asked

* Question as stated on the post-test

** See footnote, Table 5.

Table 13. QUESTION 7 COMPARED WITH QUESTION 8FOR RESPONDENTS WHO HAVE COMMUNITY COLLEGES IN THEIR REGIONS

	Pre-test			Post-test		
	1	2	3	1	2	3
Cooperative Book Services	3	2	3	2	1	4
Cooperative Information Services	2	1	2	6	5	6
Cooperative Media Services and Equipment	-	-	-	2	2	6
Cooperative Outreach Services	-	-	1	-	-	7
Cooperative Plant Services	2	2	3	1	2	4
Cooperative Professional, paraprofessional & volunteer usage	1	1	1	1	-	3
Cooperative Program Planning	1	-	1	1	1	4
Cooperative Public Relations	2	-	-	1	1	4
Cooperative Purchase Plan	1	1	1	1	1	2
Cooperative Special Service Planning	2	-	2	-	-	5
Other, please specify	-	-	1	2	-	1

Column 1—Total responses Question 7
Column 2—Total responses both Question 7 and Question 8
Column 3—Total responses Question 8

V.

Problems

If any part of the planning went awry, it was that which dealt with the afternoon sessions. Problems crept in almost immediately. The geographic or regional groupings were not fully actualized. The geographic group was predicated upon the attendance and cooperation of the community college librarian; if this individual did not attend, or was uncooperative, then there could obviously be no cooperative activity or action plan developed from this group. Furthermore, the object of the Institute was partially lost since the Institute was designed to show that cooperation between these two bodies should and could exist.

The fact that some community college librarians did not attend could be excused for the obvious reason that many libraries are understaffed and could therefore ill-afford to send someone away for four days. When the question of sporadic attendance was raised, the concensus of the Planning Team was that partial attendance would be problematical in that action plans could not be adequately developed and that subsequent evaluation would become almost impossible to measure. For this reason then, those community college librarians who asked if they could attend on a partial basis had to be refused. It was never possible to deal in a truly effective manner with missing or uncooperative community college librarians; the kindest statement is that the Planning Team tried valiantly to hold things together for these specific groups.

Feedback mechanisms attended to earlier revealed a problem with afternoon sessions that arose as a direct result of the fact that morning sessions started somewhat later than scheduled and lunch was inflexibly served at a particular time. Therefore, faculty were either cut short, or they cut into

the afternoon regional group activities. Participants frequently would extend the question-and-answer periods and would therefore come into conflict with the rest of the program which militated against such freedom. Institute planners, then, were forced to deal with certain alternatives to meet participant needs; they could abandon afternoon sessions and let the afternoon feed naturally from the morning activities or they could adhere to the structure as planned in the belief that it was the "best way." The first alternative was chosen, and by Wednesday the schedule became less structured and more flexible.

Feedback helped the Planning Team also discover that in their zeal to give the participant group as much exposure to the topic as possible, they had neglected to build in enough time to accommodate the participant in fully exploring an area; participants felt frustrated when question-and-answer sessions were cut short in order to move ahead with another segment of the program. Other problems have been cited in the section on evaluation.

The greatest problem area, however, was in in-house administration. As a result of inefficiencies, lack of cooperation, and general attitudes, administration of the project became an on-going series of major and minor problems. A major area of contention revolved around the conflicts in federally sanctioned activities as opposed to those allowable under state guidelines. Due to the complex nature of Title II-B funding and activities, no project should be undertaken unless the director can be fully assured of his own institution's accounting procedures.

Given the concentrated time, line of the Institute and the relative inexperience of the Director, it is amazing that there were so few problems. Interestingly enough, the major problem area was one that developed after the Institute itself.

The first problem that occurred, already attended to was the lack of response that may have been attributable to:

a) the bulk rate postage

b) the fact that the mailing coincided with vacations

c) lack of motivating announcement materials

A second problem was that of timing. New England weather being what it is, it was felt that the best time to have it would be in either the early fall or the spring. The winter months can make traveling totally unpredictable; an Institute geared to non-resident faculty who would have to drive in daily. It should have been run at a time when weather or driving conditions were at their best. Further incentive to run it in the Fall came from the fact that administrative activities could take months to complete and fiscal time-lines would run out before these activities were, in fact, completed. Holding it in the Fall, in October, meant that recruiting efforts had to be based on a one-shot approach. It could be argued that a greater response might have been had with a greater recruiting effort. On the other hand, with funding available for only 30 participants, we recruited to the number funded, so the problem in the final analysis, may be a moot one.

Although the evaluation details some of the problem areas of the actual Institute, its scope does not include the major potential problem area in running this type of program and that is with the parent institu-

tion. In Massachusetts' educational institutions, all Federal monies must be spent in accordance with state guidelines irrespective of the terms of the award. In cases where the award permits for example increased staffing or larger line-item expenditures, the state guidelines will prevail. Added to this are the policies of the Institution itself as it perceives its role in carrying out these guidelines; thus the Director of this type of Institute generally has many more restrictions placed upon his activities than is generally understood.

Had some of these areas been initially explained or understood prior to the development of this grant, then many of the post-Institute problems could have been avoided; some of these might have been

1) different administrative staffing patterns
2) improved communications with the college's Business Office
3) improved internal paper flow
4) improved internal bookkeeping procedures

As it was, post-Institute problems became a chronic headache and at times appeared to totter on the brink of total chaos. As a result of the internal problems resulting from this grant, an unexpected benefit was the college realization that its own procedures required complete review and modification and this has, in fact, been done.

In order to foster a sense of cooperation (one of the sub-goals of the institute) between community college libraries and public libraries, it was determined that all 15 community college libraries would be invited to attend as participants in the institute. The 15 librarians, then, would serve as nucleus around which the adjacent public librarians would gather. In point of fact, however, this did not work out for a

variety of reasons:

1. Due to the limited number of participants (30) it was not possible or feasible to use 15 slots for the community college sector alone.

2. As registration for the institute came in, we began to see that not every community college library was willing to send a representative to the institute for all five days.

3. We ended up with a situation in which we had community college librarians with no adjacent public libraries represented and the opposite situation wherein we had public librarians but the community college library was not represented.

No sooner had the institute begun when we recognized that there were some major flaws, not the least of which was that alluded to above namely that we did not have the desired spread of geographical representation. As such we found that people were evidently disappointed since they had no community college librarian present around whom they could gather; or that because there was no public librarian present, they had a community college librarian present from a geographical area nowhere near their own whose needs in fact might be totally different and whose target audience of underserved patrons might in fact be different. There was in fact no way that we could adequately solve this dilemma. In the final analysis, about the best thing we could do was to make whatever grouping we could around whatever participants we had available and suggest to the participants that what they were involved in was a model building exercise which they could perhaps activate in a more real situation in their own home territory.

Another major problem was one that was quite unexpected and that was that the attitude of the community college librarians differed radically in their concept of extending services to the public libraries. For example, some of them felt that they had no intention whatsoever of serving publics other than their own academic cadre. This was especially surprising in view of the fact that each one of the participants knew what the theme and the purpose of the institute were before they came. It was surprising to the institute director and the planning team that this attitude was in evidence. Along with this negative attitude was one in which we had the desired contingent representation but because of a history of less than pleasant relationships having occurred between the two institutions these negative feelings were carried over to the institute and it was only with the greatest degree of tact that particular groups did not fall apart, because of the individual participants' antagonisms.

Still another problem consisted of an error in judgment on the part of the director and the planning team, in that the program that was developed contained, at least in the opinion of the participants, too much material being fed to them in large concentrated doses. As a result, before too many hours elapsed, the participants were asking for a lesser degree of structure to the program and a greater amount of time to be spent by them in dealing with the faculty and in developing their own action plans as groups. A fourth problem attributable to the participant's personality was the result of being a participant at a resident workshop. None of the participants had had any previous experience with either a resident workshop form of learning or the kind of group process and learning tech-

niques implicit in an adult education type environment. As a result of this, we very securely followed the pattern of seeing a downward trend of their emotions, which lasted until Thursday, increasing depressions, increasing antagonisms, increasing confusions (in spite of the fact that the planning team did its utmost to try to explain at every step of the way just what it was that was going on and why it was going on.

VI.

Summary

While this Institute met most of its goals, one goal that could not be adequately met was a follow-up on subsequent participant activities, due in the main to lack of funding to meet personnel needs for this task. Planned activities for participants also suffer since they must be supported by library budgets already developed when the participant attends the Institute. Thus, a continuum must be established in order to perceive changes that may occurr from Institute participation.

On the otherhand, much of value was derived from the Institute as shown by the evaluation and from the informal contact between participants. Those librarians who had hitherto not participated in other institutes heard about new ideas that they brought back and put into an action plan in their own libraries on whatever scale they could manage.

Knowledge about the community college system itself and the power underlying it was another by-product of the Institute, albeit an unplanned one. Conversely, the community college librarians became aware that many people outside their sphere of influence are woefully ignorant of the system; they gained a permanent sensitivity to this and are now automatically conditioned to intially explaning their system in whatever groups they subsequently move. Several left the Institute quite eager to begin projects with their local libraries.

Members of the Planning Team also profitted by the interaction; and they, too, have begun projects that involve their local community college and the local public libraries.

AGENDA

PLANNING TEAM

MEETING-I

I. Introductions

II. Summary of last meetings

III. Determination of Advisory Committee

a) Composition

b) Charge

IV. Formulation of next meeting

MINUTES OF MEETING I - PLANNING TEAM

The initial meeting of the Planning Team was held on April 27 at Bedford Public Library. Attending were Eleanor Arthur, Elizabeth Watson, Barbara Weaver, and Paula Corman.

The question was raised by Barbara Weaver about the role of the Planning Team in the institute. It was determined that the Planning Team would interact with the Director, the faculty and the Advisory Council.

It was agreed that the group perceived the need for an Advisory Council. While the composition and the specific charge to the Council was put off until the next meeting, the Planning Team perceived the role of the Council as follows: to delineate the needs of the secondary target audience so that faculty, best able to interpret the community concerns and needs criteria to the institute participants, could be identified. It was felt that an Advisory Program could create support for the institute and its goals.

Therefore the Planning Team was deemed to be charged with ultimately implementing the suggestions of the Advisory Council. Its specific duties are:

a) Identify members of the Advisory Council

b) Invite their participation

c) Design meeting of Advisory Council

d) Participate in this meeting

e) Modify objectives based on outcome of Advisory Committee meeting

f) Select participants

g) Advise on selection of faculty

h) Develop tentative program

It was also decided to enlarge the Planning Team to include a second representative from the community college sector.

The next meeting date was set up for May 11th. The meeting was adjourned at 3:30 p.m.

Paula Corman

DOCUMENTATION

TITLE: Planning Team, North Shore Community College Project
DATE: May 11, 1973
LOCATION: Bedford Public Library, Bedford, Mass.
CONVENOR: Paula Corman
ATTENDING: Ellie Arthur, Paula Corman, Herb McKenney, Liz Watson, Barbara Weaver
ABSENT: Evaluator of project (I didn't get her name)
DOCUMENTOR: Barbara Weaver

PURPOSE OF MEETING: To formalize plans and to establish a schedule of events leading up to the Federally-funded institute program

MAIN ISSUES AND CONCERNS: Since this was the first formal meeting of the Planning Team, it was important to be sure that the two new members of the team (Herb McKenney and the evaluator, who could not be present) were fully informed of the tentative decisions made at the previous meeting, and that there was sufficient opportunity to reevaluate and modify these decisions if necessary.

The group also felt a strong need to establish a fairly firm time-table for meetings, notices, invitations to participants, and the like, so that there would be adequate time for actions or decisions needed before the institute.

DECISIONS MADE: In order to keep the absent member of the Team fully informed, Paula decided to tape the entire meeting and give her the tape.

The group confirmed that an Advisory Council would be necessary in addition to the Planning Team, and that the Advisory Council's role would be to:

1. advise re community needs
2. advise re criteria for selection of participants
3. advise re method of inviting participants

Suggested criteria for membership on the Advisory Council included:

1. geographic distribution (throughout Massachusetts)
2. people working with the disadvantaged
3. public and community college library representatives
4. public and community college library administration or policy-makers (such as Director of Community Services)
5. representative from MLA
6. representative from Bureau of Library Extension
7. representative from regional public library systems
8. representative from a library school (Simmons)
9. community based personnel (professionals)
10. members of community

The Project Monitor (Arlene Hope?) would be included ex-officio in notices and invitations to meetings and other informational materials.

The above criteria were grouped into three segments, as follows:

Community	Public Library	Academic Library
industry	librarians	Cont. ed. director
social service professionals	trustees	Human resources director
social service clients	Bureau of Lib. Ext.	deans
educators (K-12)	Regional systems	
	- - - - - - - - - - Simmons - - - - - - - - - -	
	- - - - - - - - - - MLA - - - - - - - - - -	

A tentative timetable was set up (see attached sheet) based on the institute program being held the week of October 15.

The first meeting of the Advisory Council will be on Tuesday, June 12 (an all-day meeting) at 10 a.m. at North Shore Community College. An agenda-planning meeting of at least part of the Planning Team will be necessary before June 12 to set up exactly what information is wanted from the Council, who will lead which parts of the meeting, etc.

The Planning Team will meet again on July 19 (6 p.m. at Paula's house in Newton, with a quick supper and then work) to:

1. set goals
2. build objectives based on results of the Advisory Council meeting.

The Planning Team will meet again in July (on a Monday to be decided later) to:

1. design workshop (preliminary)
2. identify faculty
3. select invitees (participants), including alternates and how to decide if there are more people than spaces or vice versa

The Planning Team and faculty will meet in early September (tentatively 6 p.m. Sept. 14). Location to be determined later.

Paula will compose a letter of invitation to Advisory Council invitees and will send a copy to Planning Team members for advance review and feedback.

Suggestions for invitees for members of the Advisory Council were:

MLA President (Joseph Hopkins, Worcester, or Virginia Tashjian, Newton - whichever is elected)
Bureau of Library Extension -
Simmons - send to Ken Shaffer
Trustee - Murray Smith (Williamstown) or Jo Brewer (Newton) - both members of Advisory Council Coordinating Committee set up by Bureau of Lib. Ext.
Community college - Herb and Paula will check out at a forthcoming meeting of community college people
Regional systems - Bruce Baker (Regional Administrator, Western Mass., or Franklin Taplin (Westfield Atheneum). Frank is also a trustee, and Bruce was Board chairman at Sterling.
Community based people - Paul's reference librarian knows some names

Human resources director - Minette Lall (plus 2 names she suggested)
Esther Ferranti and Linda Harris
Jane Manthorne - YA coordinator for Boston Public Library
Adrian Ford, Director of Three Pyramids (Black & Puerto Rican organization in Fitchburg). Address is Day Street, Fitchburg.
Industry - Mary Sexton, librarian at EG & G Inc., Bedford (also active in SLA)
Somebody from community in New Bedford (Paula to check with Larry Solomon at New Bedford P.L.)
Maybe somebody from Casa de Saudade (Portuguese branch of New Bedford P.L.)
Representative from Cooperative Extension Service (Herb will check agency)

It was agreed members of the Planning Team would meet with the Advisory Council but would not act as members of the Council.

MAJOR PROBLEMS: There were no serious difficulties during the meeting. Herb McKenny was extremely perceptive and helpful, and in fact was well ahead of the rest of us in several instances.

DOCUMENTOR'S EVALUATION OF THE MEETING: The meeting went very smoothly, with leadership shared among all members. Herb was especially good at pulling concepts together and expressing consensus. Ellie kept track of maintenance, making sure at all times that everyone understood what was going on and had an opportunity to express concerns. I felt that we accomplished much more than we had expected to, and worked unusually well together.

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TENTATIVE SCHEDULE
NORTH SHORE COMMUNITY COLLEGE PROJECT

May 1973

May	June	July	August	September	October
Planning Team, 2nd mtg, May 11	June 12: Advisory Council Mtg., 10 a.m. Minutes June 19: Planning Team mtg, 6 p.m.	Planning Team mtg. Faculty recruitment Invitations prepared (participants)	Invitations mailed Alternates identified	Sept. 14: Planning Team & Faculty mtg, 6 p.m. Sept. 15: Acceptances & reservations due & finalized	Oct. 15: Institute begins

Advisory Council Meeting

6/12/73

AGENDA

I - Welcome — Paul Frydrych, Assistant to Dean of Faculty, NSCC

II - Review of grant — Paula Corman, Director of Learning Resources, NSCC

Origin of the idea

Awareness of need

Growth of Project

Arlene Hope

NEON

Planning Team

Introduction of Members

III - Goals of Advisory Council Meeting

Phase 1:

Definition of community needs

Delineation of the identified needs of the disadvantaged

Definition of aspects of community/library relationships

Community college/public library relationships

Phase 2:

Criteria for participant selection

Criteria for faculty selection

Planning Team

Eleanor Arthur	Bedford Public Library
O. Herbert McKenney	Cape Cod Community College
Elizabeth Watson	Fitchburg Public Library
Barbara Weaver	Worcester Public Library
Paula Corman	North Shore Community College Library

DOCUMENTATION

TITLE: Planning Team Meeting
DATE: July 17, 1973
LOCATION: Paula Corman's home, 174 Highland St., West Newton, MA.
CONVENOR: Paula Corman
ATTENDING: Paula Corman, Phyllis Sweet, Elizabeth Watson, Barbara Weaver
ABSENT: Eleanor Arthur, Herbert McKenney
DOCUMENTOR: Elizabeth Watson

PURPOSE OF MEETING: To finalize goals and objectives

MAIN ISSUES AND CONCERNS: Phyllis was interested in clarifying some points reported in the documentation of the June 19th meeting regarding evaluation. We were all concerned with coming to grips with the re-evaluation of objectives as this process was felt to be necessary before any further planning can be done on either evaluation or design of the workshop (i.e. selection of faculty, etc.)

DECISIONS MADE:

- Documentation of June 19th meeting will be ammended as follows:
  (page 1 decisions made paragraph 1) add:
  (d) a follow-up study; as late as possible before final report is due
  (page 2 under major problems second sentence "There was also...") change to:
  "There was also a problem that the evaluator would not be able to use evaluation models usually used in other educational areas"

- The "sneak previews"** evaluation tool was further explained to indicate: some possible evaluation points might be (a) the content of a session, (b) the delivery by faculty member, (c) the physical facilities; a possible procedure might be (a) instrument filled out at end of session (possibly in the form of a "feedback report"). Phyllis stressed the importance of this tool in the final evaluation.

- Phyllis requested continuing input regarding evaluation from the other members of the planning team.

- Objectives were firmed-up as follows to be tightened up in final form after input from Ellie and Herb at the next meeting:
  1. to increase inter-librarian cooperation
     (a) to offer an educational experience in joint-problem-solving
  2. to improve librarians' ability to identify materials and information sources for the underserved
     (a) to train librarians to assess needs of underserved minorities

** the documentor feels this name needs some work--the evaluations are neither sneaky nor previews!.

3. to improve librarians' ability to acquire materials and information for the underserved
   (a) to consider cooperative selection to insure broad coverage and avoid duplication
4. to improve librarians' ability to deliver materials and information to the underserved
5. to encourage librarians to develop an enlarged view of the libraries' roles in their community (i.e. change agent concept)
6. to develop skills so librarians can facilitate inter-library awareness of community needs

- The evaluator suggested the following methods of evaluating each objective:
  1. follow-up questionnaire
  1.a. evidence that a session was given
  2. sneak preview
  2.a. ?
  3. accounting of bibliographies, catalogues, etc. distributed to participants
  4. sneak previews and record analysis; follow-up questionnaire
  5. follow-up questionnaire
  6. video taped session (i.e. a role play situation) and follow-up questionnaire

ISSUES RAISED BUT NOT RESOLVED:

1. How can we respond to the feedback generated by the "sneak preview"?
2. How can we arrange for Phyllis to get some help with video tape as an evaluation tool?
3. Can a budget revision free up money for: consultant help, phone calls, travel?
4. Who will be at the institute the entire 5 days besides Paula to act as sounding boards and lend continuity? How important is it that there be people other than Paula to do this?
5. Connecticut control group: who are they; who contacts them, when; how will they be evaluated?

NEXT STEPS:

1. Paula will contact Connecticut State Education Agency for names of the community college librarians in Connecticut.
2. Barbara will contact Connecticut Search Comm. for additional names of librarians for control group.
3. Paula will prepare a package of materials for Frank Stevens, Project Monitor, and arrange a conference with him when she is in Washington for the Leadership Training Institute.
4. Barbara will prepare a revised calendar to be appended to this documentation.
5. Paula will prepare a revised budget.
6. We will meet Monday, July 23, in Lakeville, MA at 10:00.

Revised 7/17/73

CALENDAR--"Serving the Under-Served"

AUGUST	SEPTEMBER	OCTOBER
August 1-3 Paula in Washington for LTI workshop	September 4 Phone non respondents	
	September 7 Notify alternates	
August 15 Invitations returned	September 14 Pretest forms to be returned	
	Acceptances & alternate reservations finalizeed	October 15 Institute begins
August 21 Draft pre-test		
August 24 Determine and notify participants & alternates. Send pretest form to all, including control group	(tentative) Planning team & faculty meeting (sneak preview forms ready for this)	
August 31 Acceptance due		

DOCUMENTATION

TITLE: Planning Team Meeting - "Serving the Under-Served"
DATE: July 23, 1973
LOCATION: Paula Corman's house, 174 Highland St., West Newton, Mass.
CONVENOR: Paula Corman
DOCUMENTOR: Barbara Weaver
PRESENT: Paula Corman, Eleanor Arthur, Herb McKinney, Rickey Sweet, Barbara Weaver
ABSENT: Liz Watson

PURPOSE OF MEETING: To review objectives, to plan a tentative design for the workshop, and to revise the budget.

MAIN ISSUES & CONCERNS: Since Ellie and Herb had not been at the previous meeting, it was necessary to bring them up to date on goals and objectives tentatively set then. We were also concerned over the rapidity with which time is passing and the need to make some definite decisions on faculty participants, and evaluation means. The need for a revised budget which would increase the amount available for personal services (salaries, travel, etc.) was also a concern. Also, there was some question as to whether the invitation letter to participants had actually been mailed yet.

DECISIONS MADE: Objectives were refined to read as follows:

1. To increase inter-librarians cooperation

   A. To offer an educational experience in joint problem-solving

2. To improve librarian's ability to identify sources of materials and information for the underserved.

   A. To train librarians to assess needs of the underserved.

3. To improve librarian's ability to acquire materials and information for the underserved.

   A. To consider cooperative selection to insure broad coverage and avoid duplication.

4. To improve librarians ability to deliver materials and information to the underserved.

5. To encourage librarians to develop an enlarged view of the librarians roles in the community.

6. To develop skills so that librarians can facilitate intra-library awareness of community needs.

It was agreed that objectives #1,5,6 are attitude changing objectives, and #2,3,4 are primarily content skill-building objectives.

Evaluation indicators were reviewed in light of the above objectives, and the following means were decided on (items are numbered in relation to objectives).

Objective # 1. following questionnaire
1a. " " "
2. record analysis (i.e., document what information was given to them such as bibliographies).
3. record analysis and followup questionnaire
4. sneak previews, record analysis & followup questionnaire
5. followup questionnaire & incorporate in pre & post test (attitude)
6. maybe followup questionnaire rather that video or role play

The evaluator will content analysis objectives of prospective participants as returned by (1) all those invited to respond and (2) participants actually selected. Post-test questionnaire will include a question as to whether participants' objectives have been met.

A tentative design for the workshop was set up (see attached page). We should be sure to build in exercises to develop support and cooperation using public/community college library lines during evening sessions to build toward the home situation after the workshop is over.

Tentatively, the Monday sessions would be an overall view of the workshop, Tuesday day time sessions would relate to objective #2, Wednesday - to objective #3 and Thursday's to objective #4. The evening sessions would tie in the specific content objectives and the attitudinal change necessary. The evening session would relate to objective #1,5 & 6.

No decision was reached as to what kind of resource people would be required for the librarians sessions, nor has any decision reached on the Friday schedule.

In view of the way the schedule seems to be working out, there may not be a need for a meeting of all faculty. However, it was agreed that these need to stronghold during the workshops from members of the Planning Team (other than Paula and Ricky) and that hopefully, at least two members would be there at all times.

Ellie and Herb had to leave at approximately 3:30 p.m. but the remaining three members then discussed the needed budget revisions. Paula will be attending a workshop in Washington on August 1-3 at which time she will try to contact Frank Stevens (USOE Program Officer and Project Monitor) to find out what budget transfers we need formal approval for. Some figures to be worked on by Paula were suggested.

NEXT STEP: Paula will contact Frank Stevens re the revised budget. Paula will send out a letter to members of the Advisory Council telling them what has happened since their meeting.

The date of the next meeting will be set after Paula returns from Washington, where other factors and issues may surface.

MAJOR PROBLEMS DURING MEETING: The whole question of deciding on a design for the workshop seemed like a very big one, and we tended to zero in on minor issues rather than face this one. Once we recognized this and talked about it, though, we were able to tackle it. Another hurdle we had to get over was the need to be sure we included provision for cooperative efforts crossing type-of-library lines in the design. Ellie fortunately was insistent on this though she met with some resistance initially.

DOCUMENTOR'S EVALUATION OF THE MEETING: This was potentially a very difficult meeting because of the weight of the decision necessary and the growing pressure of time. However, the group has developed real empathy, and is increasingly able to recognize and talk about what may be holding up progress.

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
MORN	11:00 a.m.-Registration 12:00 p.m.-lunch & introductory session - intro of faculty & facilities etc.	GENERAL SESSION (lecture, panel, etc.) Community agency people as resources	→	→	Maybe next step? evaluation of workshop?
			Acquisitions specialists	New ways of delivering infor & materials (Cable T.V.?)	
AFTERNOON	GENERAL SESSION Speaker: Who are the underserved? Small groups discuss local needs & resources Geographical groups work together.	SMALL GROUPS, with morning speakers as resources	→	→	WRAP UP & HOME
EVENING	GENERAL SESSION: Needs of librarians go over objectives of institute to see how they relate to needs of librarians. Go over objectives as stated by participants. Maybe divide according to interest-e.g. Language, cultural geographic	Human Relations Skills Sessions	→	→	

DOCUMENTATION

TITLE: Planning Team Meeting
DATE: August 16, 1973
LOCATION: Paula Corman's house; 174 Highland St., West Newton, MA
CONVENOR: Paula Corman
DOCUMENTOR: Paula Corman
PRESENT: Elizabeth Watson, Eleanor Arthur, Barbara Weaver, Phyllis Sweet
ABSENT: O. Herbert McKenney

PURPOSE OF MEETING: To elect participants and alternates; to review revised budget; to review experience of Leadership Training Institute; to design program; to discuss pre-test evaluation.

MAIN ISSUES: Since the deadline for applications had closed, it was necessary for the Planning Team to review the applications in order to determine who would attend. It was also very important that we review the time-line for getting out acceptances, pre-test instruments, etc. There was also some concern about money, staff and budget questions that needed to be addressed.

The participants were selected as follows:

1. The first cut was made by pairing up community colleges with adjacent communities.

2. The next group were those who were considered to be change agents within their geographical areas.

3. Finally, a stress was made emphasizing a mix between urban and rural, the Eastern vs. the Western part of the state.

After these decisions were made, the question was raised about non-responding community colleges. Paula was going to pursue these people.

Once initial matches were made up between the community college and the public library sector, the rest of the names were drawn randomly. They were assigned numbers according to the draw. These numbers would then become the order in which they would be added to the list.

We also dealt with budget.

DECISIONS MADE: 1. Paula will pursue community college respondents.

2. Ricky will develop pre-test instrument.

3. Paula will get pre-test instruments out to planning team by August 21.

4. There will be no part-time participants at the institute.

NEXT MEETING: August 23, 1973, 7:00 p.m., Paula's house.

TO: Planning Team Members

FROM: Paula Corman

DATE: August 20, 1973

SUBJECT: Evaluation Packet

1. Attached are samples of the materials going out to the participants (Items #1 and 2), as well as the enclosure letter being sent out to the control group (Item #3) along with the questionnaire.

2. Ricky suggested that if this arrives in time and you want to make changes, she can be reached by telephone at 332-1888.

3. If you cannot catch up with her, please bring your comments with you to the meeting on Thursday nite.

Dear_____.

In June of this year, North Shore Community College was funded by USOE to run a one-week in-service training institute for community college and public librarians addressing the topic of "Serving the Under-Served; a Community Library Problem." In order to properly evaluate the impact of this institute upon the participants, we are asking them to answer a series of questions; in order to evaluate their answers we need a control group and to this end we week your cooperation.

The enclosed "Preliminary Questionnaire" contains eight questions to be answered in regard to some major topics involved in the "Serving the Under-Served" Institute. On separate paper, using a half-page or more to answer, please type or print your answer to each question, identifying each question with the number given on the enclosed form. Mark any continuation from prior page with the usual question number (cont.) notation.

Each page of your answers should be marked with your social security number. This number will be used by the evaluation personnel to keep all evaluation material for the same person together and to preserve each respondent's anonymity. This procedure enables us to measure the impact of events occuring in the area of interest on non-institute-participating groups. Your cooperation is our only assurance that we are measuring real changes brought about through the use of Federally funded training institutes. As such, your aid is of inestimable value to us.

Upon completion of this material, please send the material which makes up your answers to me in the enclosed stamped envelope. Only evaluation materials should be returned in this envelope. Thanking you in advance for your cooperation. . .

Cordially,

Phyllis Sweet, Ph.D.

PRELIMINARY QUESTIONNAIRE FOR SERVING THE UNDERSERVED

EVALUATION

1. What are your objectives in attending this institute?

2. Who makes up the community as seen from your current professional prospective?

3. What are the long-term needs of your community?

4. What are the short-term needs of your community?

5. Who are the underserved in your community? Rank order these groups in terms of greatest need. (1 = most underserved; 10 = least underserved).

6. What do you see as necessary components of library service to be added, expanded or retained to serve the underserved in your community? Indicate addition by (A), expansion by (E) and retention by (R) next to each component suggested.

7. What is the relationship between the community college in your region and the public library? Describe this relationship in detail, making special note of any cooperative venture aimed at the underserved.

8. What should the relationship between the community college in your region and the public library be? Describe the desired relationship in detail, making special note of any cooperative venture aimed at the underserved.

Dr. Phyllis Sweet
53 Levbert Rd.
Newton Centre, MA

August 30, 1973

Dear Librarian:

In June of this year, North Shore Community College was funded by USOE to run a one-week in-service training institute restricted to community college and public librarians in Massachusetts addressing the topic of "Serving the Under-Served; a Community Library Problem." In order to properly evaluate the impact of this institute upon the participants, we are asking them to answer a series of questions; in order to evaluate their answers we need a control group and to this end we seek your cooperation.

The enclosed "Preliminary Questionnaire" contains eight questions to be answered in regard to some major topics involved in the "Serving the Under-Served" Institute. On separate paper, using a half-page or more to answer each question, please type or print your answer identifying each question with the number given on the enclosed form. Mark any continuation from prior page with the usual question number (cont.) notation.

Each page of your answer should be marked with your social security number. This number will be used by the evaluation personnel to keep all evaluation material for the same person together and to preserve each respondent's anonymity. This procedure enables us to measure the impact of events occuring in the area of interest on non-institute-participating groups. Your cooperation is our only assurance that we are measuring real changes brought about through the use of Federally funded training institutes. As such, your aid is of inestimable value to us.

Upon completion of this material, please send the material which makes up your answers to me in the enclosed stamped envelope. Only evaluation materials should be returned in this envelope. Thanking you in advance for your cooperation. . .

Cordially,

Phyllis Sweet, Ph.D.

Enclosure

Social Security No. _____

Directions: Please circle the number preceding all relevant correct answers. If the answers given do not fully reflect your answer, use the blank provided next to "Other." Please use whatever categories are most specific to your answer.

1. What would your objectives be if you were able to attend another institute of this type?
   - 01 Cooperative program development
   - 02 Evaluation information for existing programs
   - 03 Outreach
   - 04 Program development information
   - 05 Resource allocation skills
   - 06 Sharing information and experiences among librarians
   - 09 Other, please specify _____

2. Who makes up the community as seen from your current professional perspective?
   - 01 Blacks and other racial groups
   - 02 Blue collar workers
   - 03 Elderly or retired
   - 04 Ethnic groups
   - 05 Geographic area
   - 06 Home-based shut-ins or handicapped
   - 07 Library users
   - 08 Middle class, business or professional
   - 10 Non-English speaking
   - 11 Non-library users
   - 12 Nursing homes and sanitoriums
   - 13 Prisons
   - 14 Religious groups
   - 15 Rural areas
   - 16 Students all ages (children)
   - 17 Young adults
   - 18 Welfare recipients, unemployed and/or residents of low income/ depressed areas
   - 19 White collar workers
   - 09 Other, please specify_____

3. What are the long-term library related needs of your community as you view them after attending this institute?
   - 01 Financial aid or department
   - 02 General service expansion
   - 03 Information service expansion
   - 04 Inter-community library
   - 05 Media service expansion, including cable TV
   - 06 Mobile libraries and branches
   - 07 Outreach
   - 08 Planning aid or department
   - 10 Physical plant or staff expansion
   - 11 Public relations
   - 12 Special service expansion
   - 09 Other, please specify _____

4. What are the short-term library related needs of your community as you view them after attending this institute?

01 Financial aid or department
02 General service expansion
03 Information service expansion
04 Intercommunity library
05 Media service expansion, including cable TV
06 Mobile libraries and branches
07 Outreach
08 Planning department
10 Physical plant or staff expansion
11 Public relations
12 Special service expansion
09 Other, please specify _____

5. Who are the underserved in your community? (DIRECTIONS: Please circle the number preceding all relevant correct answers. For every answer with a number circled place a number from 01 to 20 indicating your assessment of greatest need—1=most need; 10=least need in the blank to the right of each category. You should only indicate as many as you believe are underserved in <u>your</u> community.

01	Blacks and other racial groups	_____
02	Blue collar workers	_____
16	Children	_____
03	Elderly or retired	_____
04	Ethnic groups	_____
05	Geographic area	_____
06	Home-based shut-ins or handicapped	_____
07	Library users	_____
08	Middle class, business, or professional	_____
10	Non-English speaking	_____
11	Non-library users	_____
20	Non-readers or poor readers	_____
12	Nursing homes and sanitoriums	_____
13	Prisons	_____
14	Religious groups	_____
15	Rural areas	_____
16	Students	_____
17	Young adults	_____
18	Welfare recipients, unemployed and/or residents of low-income/depressed areas	_____
19	White collar workers	_____
09	Other, please specify _____	_____

6. What do you see as necessary components of library service to be added, expanded or retained to serve the underserved in your community? (DIRECTIONS: Please circle the number preceding all relevant correct answers. For every answer with a number circled, indicate whether you see addition, expansion, or retention as necessary—retention=1, expansion=2, addition=3 in the blank to the right of each category.)

01	Financial aid	_____
02	General service	_____
03	Information service	_____
04	Intercommunity library	_____
05	Media services, including Cable TV	_____
06	Mobile libraries and branches	_____
07	Outreach	_____
08	Planning	_____
10	Physical plant or staff	_____
11	Public relations	_____
12	Special services	_____
09	Other, please specify _____	_____

7. What is the relationship between the community college in your region and the public library in your region?

01 No community or other college in region
17 No relationship between public and community college in region
16 Cooperative Book Services
03 Cooperative Information Services
05 Cooperative Media Services and Equipment
07 Cooperative Outreach Services
10 Cooperative Plant Services
15 Cooperative Professional, Paraprofessional, and Volunteer Usage
08 Cooperative Program Planning
11 Cooperative Public Relations
02 Cooperative Purchase Plan
12 Cooperative Special Services Planning
09 Other, please specify _____

8. What should the relationship between the community college in your region and the public library be?

01 No community or other college in the region
17 No relationship between public and community college in the region
16 Cooperative Book Services
03 Cooperative Information Services
05 Cooperative Media Services and Equipment
07 Cooperative Outreach Services
10 Cooperative Plant Services
15 Cooperative Professional, paraprofessional, & volunteer usage
08 Cooperative Program Planning
11 Cooperative Public Relations
02 Cooperative Purchase Plan
12 Cooperative Special Service Planning
09 Other, please specify _____

DOCUMENTATION

TITLE: Planning Team Meeting-"Serving the Under-Served"
DATE: August 23, 1973
LOCATION: Paula Corman's house, 174 Highland St., West Newton, MA
CONVENOR: Paula Corman
DOCUMENTOR: Liz Watson
PRESENT: Paula Corman, Eleanor Arthur, Rickey Sweet, Barbara Weaver, Liz Watson
ABSENT: Herb McKinney

PURPOSE OF MEETING: To work on design of workshop and discuss pre-test.

MAIN ISSUES: We were all operating at a rather high energy level--ready to get into the design, (incorporating ideas generated in a discussion between Paula, Barb, and Barbara Conroy during the Leader Training Session in Washington)--opening up the proposed schedule to allow for more free time. Ricky had sent out the proposed pre-test which we looked over and made a few suggestions for minor changes.
—Some concern was felt regarding the proposed Human Relations Skills Sessions. Rickey wanted to be sure that if a session were offered, it would be a worthwhile experience. She questioned the feasibility of this in the short time available. Barb, Ellie and Liz felt that they knew possible faculty who could design an experience which would introduce some communication tools which the participants might find useful when moving into new areas of service. Some clarification of what was intended to be accomplished during this session was helpful ...all agreeing that what was needed was an emphasis on new ways of working with different groups of people--skills in listening, ability to communicate when language was a problem whether it be professional jargon which gets in the way or a problem of usage. A change of title to Communication Skills seemed to be a better descriptor. Rickey still has some reservations about the session but agreed to hold them in abeyance for the present and "not talk about Tuesday."
—In planning for feedback sessions, we discussed what we were prepared to do in the case of negative feedback...we felt that flexibility in the schedule was in our favor...some changes were possible ...also that it would be important for as many of us as possible to be present at the feedback sessions.

DECISIONS MADE:
1. A revised schedule--see attached
2. Rickey will revise pre-test
3. Paula will have acceptance letter & pretest mailed as soon as possible
4. We will consider faculty selection at our next meeting

NEXT MEETING: August 30, 1973; 7 p.m. Paula's house.

August 30 meeting cont.

We then reviewed the status of the project.

1) Acceptances, reply forms, and pre-test instruments mailed.

2) Alternate participant letters mailed

3) Late applicants rejected

4) Potential part-time participants rejected

Problems with funding were discussed. Paula reported that the funding is still tied up somewhere and that the amount of work, lack of monies, and lack of staff are causing problems.

DECISIONS MADE:

1. Paula Corman will check budget for monies available for staff.
2. Barbara Weaver will contact Hardy Franklin.
3. Eleanor Arthur will contact Joe Arceri.
4. A tentative schedule at the Institute was worked out (see att.)
5. Paula will contact the rest of the faculty.
6. If the funds aren't made available, Paula will contact Frank Stevens.

NEXT MEETING: September 14, North Shore Community College

DOCUMENTATION

TITLE: Planning Team Meeting
DATE: August 30, 1973
LOCATION: Paula Corman's house, 174 Highland St., West Newton, MA
CONVENOR: Paula Corman
DOCUMENTOR: Paula Corman
PRESENT: Paula Corman, Liz Watson, Eleanor Arthur
ABSENT: Barbara Weaver, Herb McKenney

PURPOSE OF MEETING: To pick out faculty; to have project review; to discuss problems

MAIN ISSUES: Since we had now reached the point where the design seemed finalized, we felt that it was most important to identify faculty who would take on teaching roles.

The following names were suggested according to the areas in which they might best function:

KEYNOTE
- Hardy Franklin
- SLA member involved w/outreach programs

COMMUNITY RESOURCES
- Denton Crews
- Linda La Plante
- Librarian at Egleston Sq. branch
- man from CAP Lynn
- Nathan Goss
- Casa de Sandade
- Al Pereira

COMMUNICATIONS
- Joe Arceri
- Diana Forsyth
- Tom Sargent

ACQUISITIONS
- Janet Freedman
- Miriam Cohen
- Red Book Store
- Multi-Lingual Library (Boston, Framingham)
- Cambridge Ass't Librarian
- Various vendors--George Dawson
- Helen Harding--blind

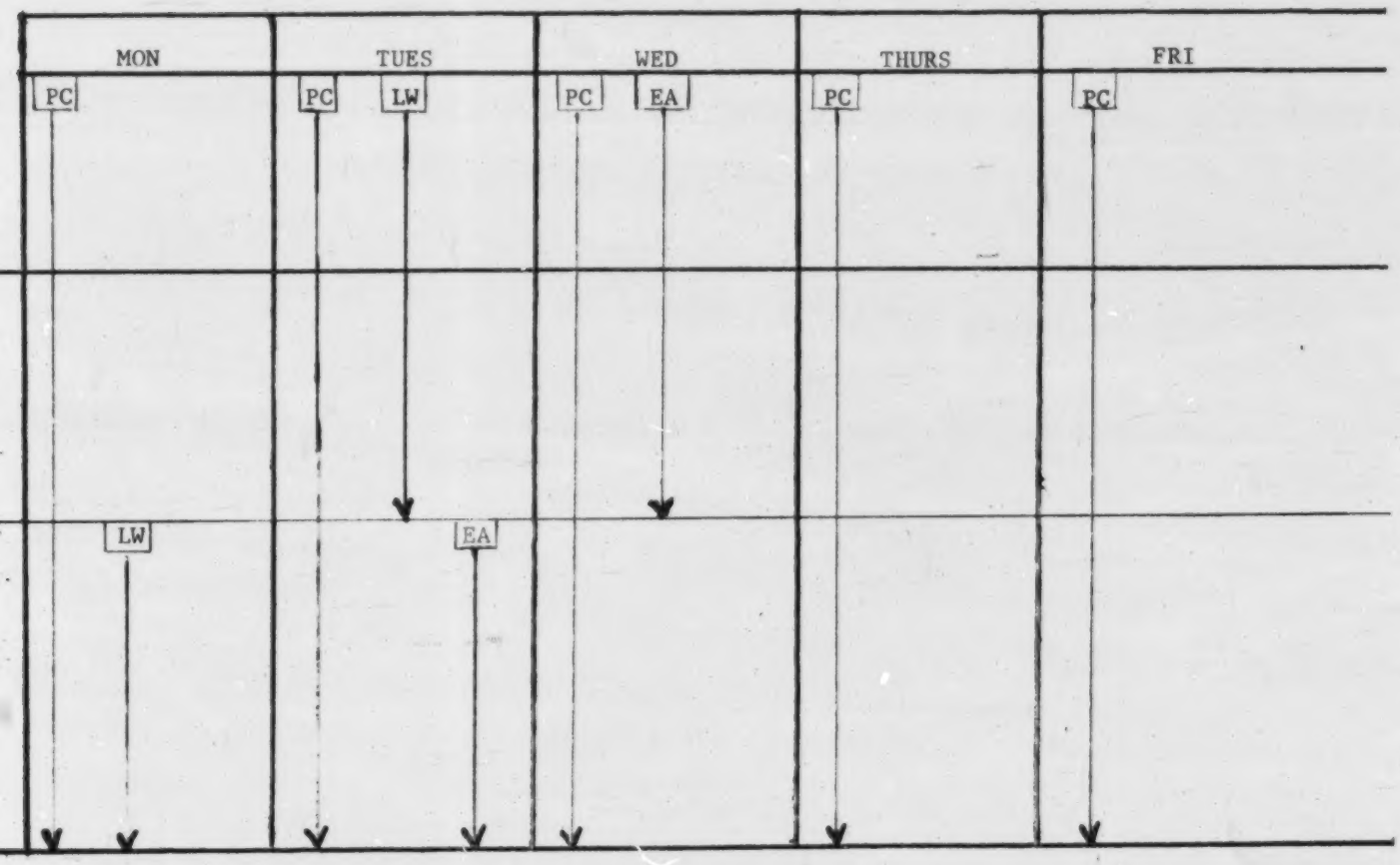
NEW DELIVERY TECHNIQUES
- Lillian Goldin--cable TV
- Herb Taylor--video
- Joyce Ellis--human resources

TO: Planning Team
FROM: Paula Corman
SUBJECT: Addenda to Documentation 8/30/73

DATE: September 5, 1973

I. Decisions made: Tentative schedules for Planning Team coverage at the Institute were set up by those present. The schedule is reproduced below.

II. If anyone can help out for Thursday, it would be tremendous. Could you let me know so that I can arrange accommodations?



LIST OF ALTERNATES

Chelmsford.....1

Cohasset.....2

Somerville.. 3

Wellesley 4

Medford.. 5

Hyannis.....6

Webster.....7

Revere 8

W. Bridgewater.....9

MONDAY AFTERNOON

1:30 Paula: Welcome and housekeeping information.
Introduce faculty, evaluator, explain their roles during workshop.

1:40 Ellie: Group in 2's (go find someone you don't know and would like to meet). Get acquainted.

1:45 Teams of 2 combine with another team of 2: Share expectations (what do you expect from workshop).

1:55 Report out-randomly-only if something interesting they want to share.

2:00 Groups combine in groups of 8 (3 groups of 8, 1 group of 6). Decide what you need to learn based on your expectations. Give your group a name, because you will be working together all week. Task: come up with 3 common group needs.

2:20 Ellie & Liz: Report out--combine on newsprint.

2:30 Paula, with help from Ellie & Liz: Discuss goals and objectives of workshop (These to be on newsprint beforehand). Relate these to needs expressed by participants. Show how they relate.
Overview of week--show how each session or each day is intended to relate to which objectives and which learning needs. Explain why participants will be working in which groups (learning groups and work groups).
Explain feedback sessions--when and why.
Explain format of workshop (panel, group work, discussion, field trip, etc.) Ask for or explain discrepancies (if any) between needs expressed and objectives of workshop. Response can be that we can look at resources available here at workshop (if we haven't plugged in outside resources to fill need) or that we will have to work it out during the workshop. If something is definitely impossible we will say so, but we probably will find that somehow the need can be filled whether now or later.
Example: explain that videotape equipment will be here all week so anything participants want to videotape can be done.

2:45 Ellie & Liz: Look at resources here in relation to needs expressed (still in groups of 8). Repeat that these will be learning groups during week. Each group to look at background and experience of members that other participants can draw on as desired.

3:15 Ellie & Liz: Presentation of group to entire community--any format--tell entire group what name group has chosen. Describe resources found. Ask group how they worked together--how they found out resources.

3:30 Barbara: Introduce Hardy Franklin as particular resource for today. Explain that we will be videotaping his talk and that videotape will be available for playback rest of week and later. He needs lectern, space for slide projector, and screen. He will talk about an hour with rest of time for discussion.

5:00 Paula: Close off meeting. Tell about wine and cheese before dinner. Say we will reassemble at 7:30.

MONDAY EVENING

7:30 Paula: Introduction to evening and week--run through evening schedule and how it relates to rest of week (we are going to be looking at the planning process).

7:40 Ellie & Liz: Divide into geographic groups (groups to be listed on newsprint). Explain how geographic groups were determined and why. Groups share descriptive information about individual communities --what is the community; what is its culture; politics; religious climate; who are underserved. Make up an impressionistic portrait of each community. List elements on newsprint.

8:20 Ellie & Liz: What is library's response to community--what are libraries in community doing (not just the one participant works in)? What aspects of community does library respond to best? Match library response to profile.

Note: Each group in a separate room for these exercises. Paula, Ellie, Liz, Herb, Joe sit with groups to help discussion along?

9:00 Ellie & Liz: Look at profile and response--can be resource list. Share with entire group. (5 min. each group)

9:25 Paula: Hand out session evaluation sheet. Explain purpose of sheets, and that there will be one for each morning session and each evening session to help us in evaluating workshop and in modifying workshop plan as needed. Hand in evaluation sheets before leaving room.

9:30 Adjourn.

Note: goal of evening is getting to know how to work together
sharing resources
learning how to plan project

Groups to consider what community they are discussing. Are they all separate communities or is there a geographic or other commonality. Look at their separate areas. What do they have in common? What are common elements of our separte communities? Think a little about what nobody is doing. Can we work together on a problem that needs solution.

Liz, Ellie & Paula to study evaluation reports and prepare feedback response for next morning. This to be done somethime before bedtime--participants may want Liz, Ellie & Paula to socialize for a while after session is over.

TUESDAY MORNING

9:30 Paula: Opening remarks, housekeeping and run through of day's events. Remind participants that day's sessions are aimed at learning how to assess needs of underserved.
Report results of first feedback from participants. Report modifications to schedule, physical facilities, etc. (if any) planned as a result of feedback.

9:45 Paula: Introduce panel speakers & describe where they come from. Panelists to give 10 min. presentation.

10:15 Liz: Reaction and discussion. Liz pick out task type questions from discussion--issues raised, etc. List on newsprint. Groups to be assigned particular issue—can discuss during coffee break.

10:30 Coffee

11:00 Liz: Learning groups assemble. Remind them they chose name of group yesterday afternoon. Ask each group to choose issue they want to discuss. Write name of group on newsprint next to issue. Explain that group will be asked to come up with 3 strategies to deal with issue, and that they will have 45 min. to work on task. Each group to choose a different task. Panelists and staff join groups.

11:45 Liz: Groups share learnings. List on newsprint.

11:55 Paula: Hand out session evaluation sheets.

12:00 Adjourn for lunch.

TUESDAY AFTERNOON

CC: What it is.

1:30 Paula & Liz: Explain afternoon session. Describe model for planning process. Hand out sheet listing steps in planning process. Explain that in practice you can start anywhere but must include all the steps. Explain that work groups (remind them that geographic groups are work groups--not groups they were in this morning) will be working on a project as practice in how planning process works. Explain that Tues. they will decide what needs exist in an area that they will choose, Wed. they will set goals and objectives for a project, Thurs. they will plan action steps, and Friday they will present their plan to group.

2:00 Liz: Discussion of above with group.

2:15 Liz: Assemble in work groups--maybe separate rooms. Let us know what room you'll be in--we (Liz & Paula) will be around to help if needed with explanations, etc. Will drift in and out of groups. Group to look at community profiles done yesterday and decide on an area of underserved they want to work on. For that group, how would you go about doing a needs assessment; what kinds of problems would you expect; what might prevent you from really knowing needs; what could you do that would be easy; who in the entire group here might already know some of the needs of that group.

10/12/73

MONDAY AFTERNOON

1:30 Paula: Welcome and housekeeping information.
Introduce faculty, evaluator, explain their roles during workshop.

1:40 Ellie: Group in 2's (go find someone you don't know and would like to meet). Get acquainted.

1:45 Teams of 2 combine with another team of 2: Share expectations (what do you expect from workshop).

1:55 Report out-randomly-only if something interesting they want to share.

2:00 Groups combine in groups of 8 (3 groups of 8, 1 group of 6). Decide what you need to learn based on your expectations. Give your group a name, because you will be working together all week. Task: come up with 3 common group needs.

2:20 Ellie & Liz: Report out--combine on newsprint.

2:30 Paula, with help from Ellie & Liz: Discuss goals and objectives of workshop (These to be on newsprint beforehand). Relate these to needs expressed by participants. Show how they relate.
Overview of week--show how each session or each day is intended to relate to which objectives and which learning needs. Explain why participants will be working in which groups (learning groups and work groups).
Explain feedback sessions--when and why.
Explain format of workshop (panel, group work, discussion, field trip, etc.) Ask for or explain discrepancies (if any) between needs expressed and objectives of workshop. Response can be that we can look at resources available here at workshop (if we haven't plugged in outside resources to fill need) or that we will have to work it out during the workshop. If something is definitely impossible we will say so, but we probably will find that somehow the need can be filled whether now or later.
Example: explain that videotape equipment will be here all week so anything participants want to videotape can be done.

2:45 Ellie & Liz: Look at resources here in relation to needs expressed (still in groups of 8). Repeat that these will be learning groups during week. Each group to look at background and experience of members that other participants can draw on as desired.

3:15 Ellie & Liz: Presentation of group to entire community--any format--tell entire group what name group has chosen. Describe resources found. Ask group how they worked together--how they found out resources.

3:30 Barbara: Introduce Hardy Franklin as particular resource for today. Explain that we will be videotaping his talk and that videotape will be available for playback rest of week and later. He needs lectern, space for slide projector, and screen. He will talk about an hour with rest of time for discussion.

5:00 Paula: Close off meeting. Tell about wine and cheese before dinner. Say we will reassemble at 7:30.

MONDAY EVENING

7:30 Paula: Introduction to evening and week--run through evening schedule and how it relates to rest of week (we are going to be looking at the planning process).

7:40 Ellie & Liz: Divide into geographic groups (groups to be listed on newsprint). Explain how geographic groups were determined and why. Groups share descriptive information about individual communities --what is the community; what is its culture; politics; religious climate; who are underserved. Make up an impressionistic portrait of each community. List elements on newsprint.

8:20 Ellie & Liz: What is library's response to community--what are libraries in community doing (not just the one participant works in)? What aspects of community does library respond to best? Match library response to profile.

Note: Each group in a separate room for these exercises. Paula, Ellie, Liz, Herb, Joe sit with groups to help discussion along?

9:00 Ellie & Liz: Look at profile and response--can be resource list. Share with entire group. (5 min. each group)

9:25 Paula: Hand out session evaluation sheet. Explain purpose of sheets, and that there will be one for each morning session and each evening session to help us in evaluating workshop and in modifying workshop plan as needed. Hand in evaluation sheets before leaving room.

9:30 Adjourn.

Note: goal of evening is getting to know how to work together
sharing resources
learning how to plan project

Groups to consider what community they are discussing. Are they all separate communities or is there a geographic or other commonality. Look at their separate areas. What do they have in common? What are common elements of our separte communities? Think a little about what nobody is doing. Can we work together on a problem that needs solution.

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DOCUMENTATION

TITLE: Planning Team and Faculty Meeting
DATE: September 19, 1973
LOCATION: North Shore Community College
CONVENOR: Paula Corman
ATTENDING: Paula Corman, Ralph Tufo, Janet McNulty, Lillian Goldin, O. H. McKenney, Janet Freedman, Barbara Weaver, Francina Gelzer, Eleanor Arthur, Elizabeth Watson, Denton Crews, Helen Early
DOCUMENTOR: Paula Corman

PURPOSE OF MEETING: For faculty to meet (a) other members with whom they would be sharing a portion of the program; (b) the members of the Planning Team who had individual responsibility for selected portions of the program. To walk through the program with the Director and the Planning Team in order to explain the rationale and philosophy behind the Institute. To answer all questions they might have re institute and to help the faculty solve problems they might have.

MAIN ISSUES & CONCERNS: The faculty expressed some concerns about (a) why they were asked to be faculty and what we expected from them by way of input; (b) what they could say that was different. There also were some problems dealing with the subject content of the Tuesday session as well as the structure of the daily programs.

DECISIONS MADE: 1. Because only half the faculty of the faculty of the Thursday session were in attendance, Barbara Weaver was going to call a second meeting to get these people together.

2. Ralph Tufo felt that Abner Darby of the Lynn Minority Cultural Center would be an asset to the Tuesday program. He and Paula Corman would follow through.

3. Janet Freedman felt that someone from the Vocations for Social Change organization should be sharing her portion of the Wednesday session. A meeting with her, Lillian Goldin and this individual (to be named) was set up.

MAJOR PROBLEMS: The Planning Team might have felt more comfortable going into this meeting if the strategy for it had been well worked out in advance. As it was not, it was necessary to meet just prior to the meeting to work out the details.

DOCUMENTORS EVALUATION: As usual the other members of the Planning Team perceived what had to be done and did it. The Faculty appear to be a uniformly excellent group of individuals.

NEXT STEPS:
1. Barbara Weaver to call meeting of Thursday team.
2. Paula Corman to meet with Jeff Forbes.
3. Planning Team to meet once more (date to be decided).

DOCUMENTATION

TITLE:	Planning Team/Faculty Meeting
DATE:	October 2, 1973
LOCATION:	Bedford Public Library
CONVENOR:	Barbara Weaver and Eleanor Arthur
ATTENDING:	Barbara Weaver, Eleanor Arthur, Elizabeth Watson, Joe Arceri, Francina Gelzer, Helen Early, Joyce Ellis
ABSENT:	Jeffrey Forbes
DOCUMENTOR:	Barbara Weaver
PURPOSE OF MEETING:	To meet with Joe Arceri re strategy for Communications Skills Session (a.m.) To develop teaching strategy for Dissemination Session (p.m.)
MAIN ISSUES & CONCERNS:	To get overall as well as specific strategies mapped out for Tuesday evening and Thursday sessions.
DECISIONS MADE:	See attached sheets
MAJOR PROBLEMS:	Paula forgot about the morning session and thus was horrendously late.

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
MORNING	11:00 Registration & Settling In	9:00 Feedback Report 9:30 GENERAL SESSION Panel Discussion: Community Agency people discuss HOW CAN LIBRARIANS HELP Abner Darby Denton Crews Jane McNulty Ralph Tufo 10:30 Coffee 10:45 Reassemble in Learning Groups	9:00 Feedback Response 9:30 GENERAL SESSION Acquisition of Materials Janet Freedman Devon Davidson Lynn Lazar 10:30 Coffee 10:45 Learning Groups Reassemble	9:00 Feedback Report 9:30 GENERAL SESSION New Ways of Delivering Materials Francina Gelzer Joyce Ellis Helen Early 10:30 Coffee 10:45 Groups Reassemble	9:00 Feedback Session 9:30 Project Presentation 10:30 Coffee 10:45 Reassemble 11:00 Wrap up
AFTERNOON	12:00 Lunch 1:30 Welcome & Housekeeping Info. 1:40 GENERAL SESSION Meet Your Mates 2:30 Goals & Objectives of Workshop 3:30 Speaker-Hardy Franklin-Who are the Underserved? 5:00 Wine & Cheese Party 6:00 Dinner	12:00 Lunch 1:30 GENERAL SESSION Model Building for the Planning Process 4:00 Feedback Session 6:00 Dinner	12:00 Lunch 1:30 Small groups work on problem. . . 4:00 Feedback Session 5:30 Dinner (Optional)	12:00 Lunch 2-4 Wrap-up Projects prepare presentations to entire group 4:00 Feedback Session	BEST COPY AVAILABLE
EVENING	7:30 GENERAL SESSION Overview of the week discuss design as relates to needs expressed by participants. Small group discussion local needs & resources. Geographical groups work together on project 9:30 Compile resource bank-Feedback Session* *Attendance at all feedback sessions is optional.	7:30 GENERAL SESSION Communication Skills Joe Arceri	6:30 Bus trip to Salem State College	5:00 On-"Do Your Own Thing"-Participants Own Time	

DOCUMENTATION

TITLE: Planning Team Meeting
DATE: October 10, 1973
LOCATION: Bedford Public Library
CONVENOR: Paula Corman
ATTENDING: Ellie Arthur, Paula Corman, Barbara Weaver, Liz Watson
ABSENT: Herb McKinney
DOCUMENTOR: Barbara Weaver

PURPOSE OF MEETING: To firm up specific responsibilities of Planning Team members for particular parts of workshop program, and to finish program planning.

MAIN ISSUES & CONCERNS: One was the question of whether there would be enough money in the budget to pay Joe Arceri to attend on Monday as well as Tuesday evening. Another concern was the question of the role of the evaluator during the workshop. Third was the need to be sure which of us was taking responsibility for what, when; and fourth was the question as to whether Jeff Forbes was actually coming and if so, what he would be doing.

DECISIONS MADE: The tentative schedule was revised somewhat, mostly elaborated on to include some items not decided on previously, and to assign responsibilities for specific segments. (See attached sheets.) In addition, Planning Team members indicated they would be on site the following times:

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	Paula	Liz, Paula, Herb	Ellie Paula	Barb Paula	Barb Paula
Afternoon	Barb, Liz Ellie, Herb Paula	Liz, Paula maybe Herb	Ellie Paula	Barb Paula	
Evening	Ellie, Liz Paula, Herb	Ellie, Liz Paula	Barb, Paula (Ellie to stay till Barb comes)	Barb, Paula	

--Liz will make up and duplicate a new action planning model. Ellie and Barbara will bring easels and newsprint. Barbara will briang a screen and slide projector. Jim Izatt will bring the Worcester video equipment.

--Paula discussed a revised budget she had made up which would give $35 per planning meeting to each of the Planning Team members and $200 for workshop days. She indicated that there would be money available for Joe Arceri's additional time if that didn't cost too much. Ellie tried to call Joe but couldn't get him. She will try again Thursday. The PT will meet once after the workshop but will not charge any additional amount--the $35 per meeting before the workshop will cover this meeting.

--Paula will try to contact Jeff Forbes Thuraday to find out if he is actually coming. Barbara will call Herb Taylor at Worcester State and try to get him to come anyway--she will explain that we would like to have him as a resource and that there is a possibility of his being paid for coming.

PLANNING TEAM

Ms. Barbara Weaver
Worcester Public Library
Worcester, MA

Ms. Elizabeth Watson
Fitchburg Public Library
Fitchburg, MA

Ms. Eleanor Arthur
Bedford Public Library
Bedford, MA

Mr. O. Herbert McKenney
Cape Cod Community College Library
W. Barnstable, MA

Dr. Phyllis Sweet
68 Levbert Street
Newton Centre, MA

Paula Corman
North Shore Community College
3 Essex Street
Beverly, MA 01915

F A C U L T Y

Arceri, Joe
J. D. P. Associates
516 Commonwealth Avenue
Newton Centre, MA

Crews, Denton
Human Resources Center
North Shore Community College

Darby, Abner
Minority Cultural Center
33 Sutton Street
Lynn, MA

Davidson, Devon
Vocations for Social Change
353 Broadway
Cambridge, MA 02139

Early, Helen
Essex Agricultural & Technical Institute
562 Maple Street
Danvers, MA 01923

Ellis, Joyce
Worcester Public Library
Worcester, MA

Franklin, Hardy
100 Carolina Avenue
Hampstead, NY 11550

Freedman, Janet
Salem State College Library
352 Lafayette Street
Salem, MA 01970

Gelzer, Francina
Egleston Square Branch Library
2044 Columbus Avenue
Roxbury, MA 02119

McNulty, Jane
Lynn Council on Aging
75 Union Street
Lynn, MA 01902

Tufo, Ralph
Lynn Economic Opportunity
360 Washington Street
Lynn, MA 01901

PARTICIPANT LIST

1. Barbara Cornish
Wareham Free Library
75 High Street
Wareham, MA

2. Paul DeAngelis
Somerville Public Library
Highland Ave. & Walnut St.
Somerville, MA 02143

3. Alice Dolan
Brockton Public Library
304 Main Street
Brockton, MA 02401

4. Claire Eaton
Boylston Public Library
Boylston, MA 01505

5. Lillian Goldin
North Shore Community College
3 Essex Street
Beverly, MA 01915

6. Marjorie Gustafson
Jonathan Edwards Library
Berkshire Community College
Pittsfield, MA 01201

7. Richard Hayes
Paul Pratt Memorial Library
106 S. Main Street
Cohasset, MA 02025

8. Stillman Hilton
Sawyer Free Library
88 Middle Street
Gloucester, MA 01930

9. James Izatt
Central Mass. Reg. Library System
Salem Square
Worcester, MA 01608

10. Ellen Lynch
Newton Free Library
414 Centre Street
Newton, MA

11. Wallace Mason
Richards Memorial Library
P. O. Box 511
N. Attleboro, MA 02761

12. Mary McKenna
Porter Memorial Library
Blandford, MA 01008

13. Stephen Miller
Wellesley Free Library
530 Washington Street
Wellesley, MA 02181

14. Nicholas Minadakis
Chelsea Public Library
Broadway
Chelsea, MA 02150

15. Anne Morris
Hyannis Public Library
401 Main Street
Hyannis, MA 02601

16. Muriel Murphy
Wilbraham Public Library
Wilbraham, MA 01095

17. Wilbur Parrott
Public Library
159 West Center Street
W. Bridgewater, MA 02379

18. Marjorie Paulson
Bridgewater Public Library
Bridgewater, MA 02324

19. Mary Pereira
Fall River Public Library
104. N. Main Street
Fall River, MA 02720

20. Anne Petterson
Stoughton Public Library
84 Park Street
Stoughton, MA 02072

21. Ariel Pilgrim
Roxbury Community College
Roxbury, MA 02119

22. Katharine Reichert
Springfield Tech. Comm. Col.
1 Armory Square
Springfield, MA 01105

23. Joseph Schmuch
Belmont Memorial Library
336 Concord Avenue
Belmont, MA 02178

24. Beverly Shank
Medford Public Library
111 High Street
Medford, MA 02155

25. Richard Sobel
Bristol Community College
777 Elsbree Street
Fall River, MA 02720

26. Lena Staples
241 Main Street
Lakeville, MA

27. Mark Titus
Plymouth Public Library
Plymouth, MA

28. Maralyn Zion
179 Beach Street
Revere Public Library
Revere, MA 02151

PARTICIPANTS

1. Ms. Phyllis Chesneau, Berkshire Athenaeum
2. Mr. Paul De Angelis, Somerville Public Library
3. Ms. Alice M. Dolan, Brockton Public Library
4. Ms. Claire M. Eaton, Boylston Public Library
5. Ms. Lauris E. Fernald, Westhampton Public Library
6. Ms. Marjorie Gustavson, Johathan Edwards Library, Berkshire Community College
7. Mr. Richard E. Hayes, Paul Pratt Memorial Library (Cohasset)
8. Mr. Stillman P. Hilton, Sawyer Free Library (Gloucester)
9. Mr. James Izatt, Central Mass. Regional Library System
10. Ms. Ellen M. Lynch, Newton Free Library
11. Ms. Mary McKenna, Porter Memorial Library (Blandford)
12. Mr. Wallace L. Mason, Richards Memorial Library (N. Attleboro)
13. Mr. Stephen R. Miller, Wellesley Free Library
14. Mr. Nicholas J. Minadakis, Chelsea Public Library
15. Ms. Anne Louise Morris, Hyannis
16. Ms. Muriel P. Murphy, Wilbraham Public Library
17. Mr. David Panciera, Adams Library (Chelmsford)
18. Ms. Marjorie W. Paulson, Bridgewater Public Library
19. Ms. Mary A. Pereira, Fall River Public Library
20. Ms. Anne H. Petterson, Stoughton Public Library
21. Ms. Auriel J. Pilgrim, Roxbury Community College
22. Ms. Katherine Reichert, Springfield Tech. Community College Library
23. Ms. Beverly Shank, Medford Public Library
24. Mr. Joseph J. Schmuch, Belmont Memorial Library
25. Mr. Richard Sobel, Bristol Community College (Fall River)
26. Ms. Lena M. Staples, Lakeville
27. Ms. Maralyn Zion, Revere Public Library
28. Ms. Barbara Cornish, Wareham Free Library
29. Mr. Wilbur Parrott, W. Bridgewater Public Library
30. Mr. Mark Titus, Plymouth Public Library

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EVENING	7:45 GENERAL SESSION Introduction or overview of evening and week's schedule 7:55 Geographic groups What is your community? 8:30 A library's response to its community. 9:00 Profile & response 9:30 Adjournment 9:35 Feedback Session* *All feedback sessions are optional.	7:30 GENERAL SESSION Communication Skills Joe Arceri	6:30 Bus trip to Salem State College	5:00 On-"Do Your Own Thing"-Participants Own Time	

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SERVING THE UNDERSERVED

North Shore Community College
3 Essex Street
Beverly, MA 01915

September 21, 1973

Dear Participant:

Well the plans are all made, and we are just about ready to go on our institute. Thought you would like a few last-minute pieces of information:

1. Dress comfortably. The order of the day, as far as clothes are concerned, is anything comfortable. Eastern Point is located right on the water's edge with a beautiful beach for walking and hiking. There will be plenty of time off for this activity.

2. Some of you have raised questions about lodging. There is no need for this to be of concern since your room and board are already built into this institute. You will be staying at Eastern Point, and most of your meals will be there. Again, we are building in some open time into the institute for you to sample some real "down-East" cooking at some of our restaurants in Essex County. You might also want to plan on visiting Rockport, tour Cape Ann, and enjoy the unique combination of ocean and coast line we have here.

3. Your accommodations at Eastern Point are single rooms--gals on one floor, guys on another. There are showers, baths, and other sanitary facilities on each floor, but not in each room. Your portable radios, portable bars (Eastern Point will supply setups), and portable televisions are acceptable provided none of these cause undue disturbances.

Again, if you have any questions, or comments, please don't hesitate to call me at the college. I welcome hearing from you ahead of time and look forward to seeing you on October 15th.

Cordially,

Paula Corman
Institute Director

er

SERVING THE UNDERSERVED INSTITUTE

North Shore Community College
3 Essex Street
Beverly, MA 01915

THE WORKSHOP WAY OF LEARNING

This workshop is planned to provide each participant with varied opportunities to increase his/her ability to plan and implement action programs of library outreach. Along with these program planning skills will come the chance to exchange one's own point of view with others seeking the same goal (i.e. better library services through outreach) but perhaps considering a different approach.

The program is a concentrated sequence of work sessions involving both the staff and the participants in a step-by-step development of individual action programs. Some sessions will involve the total group together, other sessions will involve smaller working groups. Time for participants to work alone or with consultant help is also scheduled. Resources--staff, books, research and work materials--will be available for each participant to use in whatever way is most feasible.

Certain basic principles are involved in effective adult learning, and this program, one of continuing professional education, is based on the following percepts. They are stated here to assure a common point of reference for those coming to the program:

> The process of problem-solving and learning are highly unique and individual. Each person has his own unique styles of learning and of solving problems. People sometimes need help to define and to make explicit to themselves the approaches they ordinarily use so that they can become more effective.
>
> Learning is the discovery of the personal meaning and relevance of ideas through experience. It is a process which requires the exploration of ideas in relation to self and community so that people can determine what their needs are, what goals they would like to formulate, what issues they would like to discuss, and what they would like to learn.
>
> One of the richest resources for learning is the learner himself. Each individual has an accumulation of experiences, ideas, feelings, and attitudes which comprise a rich vein of material for problem-solving and learning. Situations which enable people to become open to themselves, to draw upon their personal collection of data, and to share their data in cooperative interaction with others maximize learning.

Learning is a cooperative and collaborative process. Problems which are identified through cooperative inter-action appear to challenge and to stretch people to produce creative solutions and to become more creative individuals.

Learning is an experience which occurs inside the learner and is activated by the learner. Learning is not only a function of what a teacher does to or says to or provides for a learner. More significantly, learning has to do with something which happens in the unique world of the learner. Learning flourishes in a situation in which teaching is seen as a facilitating process that assists people to explore and discover the personal meaning of events for them.

The process of learning is emotional as well as intellectual. Learning is affected by the total state of the individual.

Learning is an evolutionary process and sometimes painful. It calls for giving up the old and comfortable ways of believing, thinking, and valuing.

The climate that promotes learning is most able to occur when these pecepts are understood and accepted by those involved in the program--both staff and participants. We state them here for they provide the base from which we work. The residential nature of this workshop will serve to foster concentration within the "learning community" we all create and will encourage full use of the resources brought together for you to use.

We will be working together for the existence of an open climate in which each individual's learning is characterized by its uniquely personal and subjective nature. This goal can only be fulfilled in an atmosphere of acceptance and respect for each individual and of tolerance for ambiguity, difference, and confrontation. Deep and lasting learning is a cooperative process with built-in opportunities for self-assessment and reflection and the exchange of ideas with others. Above all, the ability to learn, and to make good use of what is learned, rests on the involvement and investment of the individual himself. The returns to the individual are equal to the degree to which he invests himself in the process of his own education.

LEARNING RESOURCE CENTER

NORTH SHORE COMMUNITY COLLEGE

LIBRARIAN TRAINING INSTITUTE - 10/15/73

Pay to the order of_____

Explanation:

VOUCHER:_____

CHECK #:_____

DATE:_____

AMOUNT:_____

Address:_____

_____

_____

_____
Authorization Signature

LEARNING RESOURCE CENTER

NORTH SHORE COMMUNITY COLLEGE

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PLANNING TEAM

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Worcester, MA

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Essex Agricultural & Technical Institute
562 Maple Street
Danvers, MA 01923

Ellis, Joyce
Worcester Public Library
Worcester, MA

Franklin, Hardy
100 Carolina Avenue
Hampstead, NY 11550

Freedman, Janet
Salem State College Library
352 Lafayette Street
Salem, MA 01970

Gelzer, Francina
Egleston Square Branch Library
2044 Columbus Avenue
Roxbury, MA 02119

McNulty, Jane
Lynn Council on Aging
75 Union Street
Lynn, MA 01902

Tufo, Ralph
Lynn Economic Opportunity
360 Washington Street
Lynn, MA 01901

PARTICIPANT LIST

1. Barbara Cornish
   Wareham Free Library
   75 High Street
   Wareham, MA

2. Paul DeAngelis
   Somerville Public Library
   Highland Ave. & Walnut St.
   Somerville, MA 02143

3. Alice Dolan
   Brockton Public Library
   304 Main Street
   Brockton, MA 02401

4. Claire Eaton
   Boylston Public Library
   Boylston, MA 01505

5. Lillian Goldin
   North Shore Community College
   3 Essex Street
   Beverly, MA 01915

6. Marjorie Gustafson
   Jonathan Edwards Library
   Berkshire Community College
   Pittsfield, MA 01201

7. Richard Hayes
   Paul Pratt Memorial Library
   106 S. Main Street
   Cohasset, MA 02025

8. Stillman Hilton
   Sawyer Free Library
   88 Middle Street
   Gloucester, MA 01930

9. James Izatt
   Central Mass. Reg. Library System
   Salem Square
   Worcester, MA 01608

10. Ellen Lynch
    Newton Free Library
    414 Centre Street
    Newton, MA

11. Wallace Mason
    Richards Memorial Library
    P. O. Box 511
    N. Attleboro, MA 02761

12. Mary McKenna
    Porter Memorial Library
    Blandford, MA 01008

13. Stephen Miller
    Wellesley Free Library
    530 Washington Street
    Wellesley, MA 02181

14. Nicholas Minadakis
    Chelsea Public Library
    Broadway
    Chelsea, MA 02150

15. Anne Morris
    Hyannis Public Library
    401 Main Street
    Hyannis, MA 02601

16. Muriel Murphy
    Wilbraham Public Library
    Wilbraham, MA 01095

17. Wilbur Parrott
    Public Library
    159 West Center Street
    W. Bridgewater, MA 02379

18. Marjorie Paulson
    Bridgewater Public Library
    Bridgewater, MA 02324

19. Mary Pereira
    Fall River Public Library
    104. N. Main Street
    Fall River, MA 02720

20. Anne Petterson
    Stoughton Public Library
    84 Park Street
    Stoughton, MA 02072

21. Ariel Pilgrim
    Roxbury Community College
    Roxbury, MA 02119

22. Katharine Reichert
    Springfield Tech. Comm. Col.
    1 Armory Square
    Springfield, MA 01105

PARTICIPANT LIST (CONT.)

23. Joseph Schmuch
Belmont Memorial Library
336 Concord Avenue
Belmont, MA 02178

24. Beverly Shank
Medford Public Library
111 High Street
Medford, MA 02155

25. Richard Sobel
Bristol Community College
777 Elsbree Street
Fall River, MA 02720

26. Lena Staples
241 Main Street
Lakeville, MA

27. Mark Titus
Plymouth Public Library
Plymouth, MA

28. Maralyn Zion
179 Beach Street
Revere Public Library
Revere, MA 02151

PARTICIPANTS

1. Ms. Phyllis Chesneau, Berkshire Athenaeum
2. Mr. Paul De Angelis, Somerville Public Library
3. Ms. Alice M. Dolan, Brockton Public Library
4. Ms. Claire M. Eaton, Boylston Public Library
5. Ms. Lauris E. Fernald, Westhampton Public Library
6. Ms. Marjorie Gustavson, Johathan Edwards Library, Berkshire Community College
7. Mr. Richard E. Hayes, Paul Pratt Memorial Library (Cohasset)
8. Mr. Stillman P. Hilton, Sawyer Free Library (Gloucester)
9. Mr. James Izatt, Central Mass. Regional Library System
10. Ms. Ellen M. Lynch, Newton Free Library
11. Ms. Mary McKenna, Porter Memorial Library (Blandford)
12. Mr. Wallace L. Mason, Richards Memorial Library (N. Attleboro)
13. Mr. Stephen R. Miller, Wellesley Free Library
14. Mr. Nicholas J. Minadakis, Chelsea Public Library
15. Ms. Anne Louise Morris, Hyannis
16. Ms. Muriel P. Murphy, Wilbraham Public Library
17. Mr. David Panciera, Adams Library (Chelmsford)
18. Ms. Marjorie W. Paulson, Bridgewater Public Library
19. Ms. Mary A. Pereira, Fall River Public Library
20. Ms. Anne H. Petterson, Stoughton Public Library
21. Ms. Auriel J. Pilgrim, Roxbury Community College
22. Ms. Katherine Reichert, Springfield Tech. Community College Library
23. Ms. Beverly Shank, Medford Public Library
24. Mr. Joseph J. Schmuch, Belmont Memorial Library
25. Mr. Richard Sobel, Bristol Community College (Fall River)
26. Ms. Lena M. Staples, Lakeville
27. Ms. Maralyn Zion, Revere Public Library
28. Ms. Barbara Cornish, Wareham Free Library
29. Mr. Wilbur Parrott, W. Bridgewater Public Library
30. Mr. Mark Titus, Plymouth Public Library

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
MORNING	11:00 Registration & Settling In	9:00 Feedback Response 9:30 GENERAL SESSION Panel Discussion: Community Agency people discuss HOW CAN LIBRARIANS HELP Abner Darby Denton Crews Jane McNulty Ralph Tufo 10:30 Coffee 10:45 Reassemble in Learning Groups	9:00 Feedback Response 9:30 GENERAL SESSION Acquisition of Materials Janet Freedman Devon Davidson David Kelly Lynn Lazar 10:30 Coffee 10:45 Learning Groups Reassemble	9:00 Feedback Report 9:30 GENERAL SESSION New Ways of Delivering Materials Francina Gelzer Joyce Ellis Helen Early 10:30 Coffee 10:45 Groups Reassemble	9:00 Feedback Session 9:30 Project Presentation 10:30 Coffee 10:45 Reassemble 11:00 Wrap up
AFTERNOON	12:00 Lunch 1:30 Welcome & Housekeeping Info 1:40 GENERAL SESSION Meet Your Mates 2:30 Goals & Objectives of Workshop 3:30 Speaker: Hardy Franklin--"Who Are the Underserved"? 5:00 Wine & Cheese Party 6:00 Dinner	12:00 Lunch 1:30 GENERAL SESSION Model Building for the Planning Process 4:00 Feedback Session 6:00 Dinner	12:00 Lunch 1:30 Small groups work on problem... 4:00 Feedback Session 5:30 Dinner (optional)	12:00 Lunch 2-4 Wrap-up Project prepare presentations to entire group 4:00 Feedback Session	
EVENING	7:45 GENERAL SESSION Introduction or overview of evening and week's schedule 7:55 Geographic groups What is your community? 8:30 A library's response to its community. 9:00 Profile & response 9:30 Adjournment 9:35 Feedback Session* *All feedback sessions are optional.	7:30 GENERAL SESSION Communication Skills Joe Arceri	6:30 Bus trip to Salem State College	5:00 On-"Do Your Own Thing"-Participants Own Time	

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SERVING THE UNDERSERVED

North Shore Community College
3 Essex Street
Beverly, MA 01915

September 21, 1973

Dear Participant:

Well the plans are all made, and we are just about ready to go on our institute. Thought you would like a few last-minute pieces of information:

1. Dress comfortably. The order of the day, as far as clothes are concerned, is anything comfortable. Eastern Point is located right on the water's edge with a beautiful beach for walking and hiking. There will be plenty of time off for this activity.

2. Some of you have raised questions about lodging. There is no need for this to be of concern since your room and board are already built into this institute. You will be staying at Eastern Point, and most of your meals will be there. Again, we are building in some open time into the institute for you to sample some real "down-East" cooking at some of our restaurants in Essex County. You might also want to plan on visiting Rockport, tour Cape Ann, and enjoy the unique combination of ocean and coast line we have here.

3. Your accommodations at Eastern Point are single rooms--gals on one floor, guys on another. There are showers, baths, and other sanitary facilities on each floor, but not in each room. Your portable radios, portable bars (Eastern Point will supply setups), and portable televisions are acceptable provided none of these cause undue disturbances.

Again, if you have any questions, or comments, please don't hesitate to call me at the college. I welcome hearing from you ahead of time and look forward to seeing you on October 15th.

Cordially,

Paula Corman
Institute Director

er

SERVING THE UNDERSERVED INSTITUTE

North Shore Community College
3 Essex Street
Beverly, MA 01915

THE WORKSHOP WAY OF LEARNING

This workshop is planned to provide each participant with varied opportunities to increase his/her ability to plan and implement action programs of library outreach. Along with these program planning skills will come the chance to exchange one's own point of view with others seeking the same goal (i.e. better library services through outreach) but perhaps considering a different approach.

The program is a concentrated sequence of work sessions involving both the staff and the participants in a step-by-step development of individual action programs. Some sessions will involve the total group together, other sessions will involve smaller working groups. Time for participants to work alone or with consultant help is also scheduled. Resources--staff, books, research and work materials--will be available for each participant to use in whatever way is most feasible.

Certain basic principles are involved in effective adult learning, and this program, one of continuing professional education, is based on the following percepts. They are stated here to assure a common point of reference for those coming to the program:

> The process of problem-solving and learning are highly unique and individual. Each person has his own unique styles of learning and of solving problems. People sometimes need help to define and to make explicit to themselves the approaches they ordinarily use so that they can become more effective.
>
> Learning is the discovery of the personal meaning and relevance of ideas through experience. It is a process which requires the exploration of ideas in relation to self and community so that people can determine what their needs are, what goals they would like to formulate, what issues they would like to discuss, and what they would like to learn.
>
> One of the richest resources for learning is the learner himself. Each individual has an accumulation of experiences, ideas, feelings, and attitudes which comprise a rich vein of material for problem-solving and learning. Situations which enable people to become open to themselves, to draw upon their personal collection of data, and to share their data in cooperative interaction with others maximize learning.

Learning is a cooperative and collaborative process. Problems which are identified through cooperative inter-action appear to challenge and to stretch people to produce creative solutions and to become more creative individuals.

Learning is an experience which occurs inside the learner and is activated by the learner. Learning is not only a function of what a teacher does to or says to or provides for a learner. More significantly, learning has to do with something which happens in the unique world of the learner. Learning flourishes in a situation in which teaching is seen as a facilitating process that assists people to explore and discover the personal meaning of events for them.

The process of learning is emotional as well as intellectual. Learning is affected by the total state of the individual.

Learning is an evolutionary process and sometimes painful. It calls for giving up the old and comfortable ways of believing, thinking, and valuing.

The climate that promotes learning is most able to occur when these pecepts are understood and accepted by those involved in the program--both staff and participants. We state them here for they provide the base from which we work. The residential nature of this workshop will serve to foster concentration within the "learning community" we all create and will encourage full use of the resources brought together for you to use.

We will be working together for the existence of an open climate in which each individual's learning is characterized by its uniquely personal and subjective nature. This goal can only be fulfilled in an atmosphere of acceptance and respect for each individual and of tolerance for ambiguity, difference, and confrontation. Deep and lasting learning is a cooperative process with built-in opportunities for self-assessment and reflection and the exchange of ideas with others. Above all, the ability to learn, and to make good use of what is learned, rests on the involvement and investment of the individual himself. The returns to the individual are equal to the degree to which he invests himself in the process of his own education.

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LEARNING RESOURCE CENTER

NORTH SHORE COMMUNITY COLLEGE

LIBRARIAN TRAINING INSTITUTE - 10/15/73

Pay to the order of _____

Explanation:

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CHECK #: _____

DATE: _____

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Address: _____

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Authorization Signature

LEARNING RESOURCE CENTER

NORTH SHORE COMMUNITY COLLEGE

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Authorization Signature

D I R E C T O R Y

LIBRARY TRAINING INSTITUTE

ELLIE ARTHUR
Bedford Public Library
Bedford, MA 275-9440

THINGS I KNOW SOMETHING ABOUT	Staff training and development, group process, program planning.
PROGRAMS MY LIBRARY HAS TRIED	Staff training, Volunteers, Women's training, Teenage discussions, parades, Fair exhibits, Book fairs, Puppet making, Crafts, Poetry writing, Town Library Council.
THINGS I NEED HELP WITH	Alternative resources; AV equipment and media selection; Trustee/director/staff relationships.
GREAT FAILURES I HAVE SURVIVED	Great books; Terrible staff meetings; Trustee role conflicts.

PAULA CORMAN
North Shore Community College
3 Essex Street
Beverly, MA 01915 927-4850, Ext. 48

THINGS I KNOW SOMETHING ABOUT	Developing and writing grants; planning and running institutes; computer retrieval and applications.
PROGRAMS MY LIBRARY HAS TRIED	
THINGS I NEED HELP WITH	New ideas, methods of instituting interlibrary coop in Essex County.
GREAT FAILURES I HAVE SURVIVED	Trying to fit myself into teaching, not being, a librarian.

BARBARA CORNISH
Wareham Free Library
75 High Street
Wareham, MA 295-2343

THINGS I KNOW SOMETHING ABOUT	High school libraries; library consultant for company (technical) libraries.
PROGRAMS MY LIBRARY HAS TRIED	"Continuing Art Show"; storyhours, film program, YA, elementary, summer reading programs, crafts hours, magicians, comedy film programs.
THINGS I NEED HELP WITH	Where to get materials, obtaining funding, justifying new programs, developing new programs--reaching our 13% unemployed, 30% black and low-income population.
GREAT FAILURES I HAVE SURVIVED	Adult programs have not been successful. I cannot waterski.

PAUL DE ANGELIS
Somerville Public Library
Highland Avenue & Walnut Street
Somerville, MA 776-2150

THINGS I KNOW SOMETHING ABOUT	Library as a referral center; will be involved in cable TV; indoor plants as a hobby.
THINGS I NEED HELP WITH	Ideas on adult programs that have proven successful.

ALICE M. DOLAN
Brockton Public Library
304 Main Street
Brockton, MA 02401 587-2516

PROGRAMS MY LIBRARY HAS TRIED	Travel series.
THINGS I NEED HELP WITH	Helping non-English speaking, handicapped.
GREAT FAILURES I HAVE SURVIVED	Young adult film series.

CLAIRE EATON
Boylston Public Library
509 Linden Street
Boylston, MA 01505 869-2371

THINGS I KNOW SOMETHING ABOUT	Hiking, camping, canoeing
PROGRAMS MY LIBRARY HAS TRIED	Pre-school children's summer, started elderly, art show, poster contests.
THINGS I NEED HELP WITH	More ideas for Elderly Programs and children with learning disabilities.
GREAT FAILURES I HAVE SURVIVED	Lucky so far!

LILLIAN GOLDIN
North Shore Community College
3 Essex Street
Beverly, MA 01915 927-4850, Ext. 49

THINGS I KNOW SOMETHING ABOUT	Curriculum-related library orientation for the students; life-long interest in political and social movements; something about Jewish history, religious customs; continuing interest in black literature.
PROGRAMS MY LIBRARY HAS TRIED	A start in lending to the community at large; sharing periodical lists with area public and college libraries; plan to share film and AV lists.
THINGS I NEED HELP WITH	To deposit core curriculum-orientated collection in public libraries serving our commuting students; deposit a rotating collection in Salem jail.
GREAT FAILURES I HAVE SURVIVED	

MARJORIE GUSTAFSON
Berkshire Community College Library
Jonathan Edwards Library
Pittsfield, MA 01201 413-339-4660, Ext. 202

THINGS I KNOW SOMETHING ABOUT	
PROGRAMS MY LIBRARY HAS TRIED	Mini-course in research and/or library skills; lending to community at large; week-end hours.
THINGS I NEED HELP WITH	Budget stretching.
GREAT FAILURES I HAVE SURVIVED	Blow-up of plans for LMC in library.

RICHARD HAYES
Cohasset Public Library
106 South Main Street
Cohasset, MA 02025 383-1348

THINGS I KNOW SOMETHING ABOUT	Friends of the Library; volunteers.
PROGRAMS MY LIBRARY HAS TRIED	Children's summer reading program; free books; frontlogging; adult current issues discussion group.
THINGS I NEED HELP WITH	Cards in catalog within 48 hours; goals and policies statements, including selection.
GREAT FAILURES I HAVE SURVIVED	Building program.

STILLMAN HILTON
Sawyer Free Library
88 Middle Street
Gloucester, MA 01930 283-0376

THINGS I KNOW SOMETHING ABOUT	Provision at public service by a private library.
PROGRAMS MY LIBRARY HAS TRIED	Shut-in service.
THINGS I NEED HELP WITH	Multi-language center.
GREAT FAILURES I HAVE SURVIVED	Branch service.

JIM IZATT
Central Mass. Regional Library System
Salem Square
Worcester, MA 01608 752-3751, Ext. 74

THINGS I KNOW SOMETHING ABOUT	16mm films/equipment, video tape software and hardware; film programming; Spanish language/literature; multi-media presentations; cable television; bicycling; cross-country skiing; back-packing; stamp collecting.
PROGRAMS MY LIBRARY HAS TRIED	Family fare film programs; outdoor film programs-summer; book review discussion groups; AV workshops; poetry readings; outreach programs to prisoners; literary volunteer program.
THINGS I NEED HELP WITH	Co-op ventures in developing media resource collections developing exchange network on videotape resources; staff development; more effective ways of cooperation with school systems in loan/use of resources, esp. AV tools; input ideas for cable TV programs and productions.

ELLEN LYNCH
Newton Free Library
414 Centre Street
Newton, MA 02158 527-7700

THINGS I KNOW SOMETHING ABOUT	Service to elderly persons: nursing homes, apartments for the elderly, service for shut-ins, service to visually handicapped persons.
PROGRAMS MY LIBRARY HAS TRIED	"Outreach" center for the visually handicapped/ shut-in service/service to hospitals/clinics/ Italian film programs.
THINGS I NEED HELP WITH	Young adult services/services to other handicapped persons.
GREAT FAILURES I HAVE SURVIVED	Some library school courses!

MARY McKENNA
Porter Memorial Library
Blandford, MA 01008 413-848-2718

THINGS I KNOW SOMETHING ABOUT	Cultural arts areas--art, music dance, photography, social studies
PROGRAMS MY LIBRARY HAS TRIED	Pre-school stories with a film program of the same stories; craft displays; young adult film program; summer reading programs.
THINGS I NEED HELP WITH	Forming Friends of Library group; getting active community participation.
GREAT FAILURES I HAVE SURVIVED	

WALLACE L. MASON
Richards Memorial Library
North Washington Street
North Attleboro, MA 617-695-6411

THINGS I KNOW SOMETHING ABOUT	Music, esp. jazz; automotive history
PROGRAMS MY LIBRARY HAS TRIED	
THINGS I NEED HELP WITH	Reference collection needs classifying.
GREAT FAILURES I HAVE SURVIVED	

STEVE MILLER
Wellesley Free Library
530 Washington Street
Wellesley, MA 02181 235-1610

THINGS I KNOW SOMETHING ABOUT	Youth work, dramatics, program budgeting, cable TV
PROGRAMS MY LIBRARY HAS TRIED	Cataloging, cable TV, acquisitions, censorship.
THINGS I NEED HELP WITH	Program planning--alternative resources.
GREAT FAILURES I HAVE SURVIVED	Poorly-planned sub-regional meeting

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NICHOLAS J. MINADAKIS
Chelsea Public Library
Broadway
Chelsea, MA 02150 884-0270

THINGS I KNOW SOMETHING ABOUT	How to run a library; stamps; coins; public relations; renovating of an old building; budget preparation and presentation problems.
PROGRAMS MY LIBRARY HAS TRIED	Story hours in Spanish and English; courses in flower arrangement, painting; displays and exhibits of all kinds; chess club; reading club; stamp collectors club; talks by the librarian to clubs and other associations; parties for children; summer reading club for children; circulation of sculpture and other art reproductions; museum visiting cards to be honored by the patrons; services to the blind and minorities.
THINGS I NEED HELP WITH	How to organize programs for young adults; programs for the Spanish speaking; how to attract the businessmen; my city also needs clothing, food, utencils, bedding, etc., for the fire victims; the library is a collection center.
GREAT FAILURES I HAVE SURVIVED	Nothing to write home about.

ANN MORRIS
Hyannis Public Library
Hyannis, MA 775-2280

THINGS I KNOW SOMETHING ABOUT	Women's rights, making breed, consoling underpaid employees, bookmobiles
PROGRAMS MY LIBRARY HAS TRIED	YA; children's puppet; book talks
THINGS I NEED HELP WITH	Friends of the Library; planning move to new addition
GREAT FAILURES I HAVE SURVIVED	Library school and job hunting.

MURIEL MURPHY
Wilbraham Public Library
Wilbraham, MA 01095 596-6141

THINGS I KNOW SOMETHING ABOUT	Arranging art exhibits; book delivery to shut-ins; general displays/patron collections.
PROGRAMS OUR LIBRARY HAS TRIED	Preschool story hours; films for children on school holidays and days of early dismissals; films for adults in afternoons; puppet shows by staff and children; general area artists exhibits, handicraft and high school art exhibits; book delivery to shut-ins and at community room at housing for elderly.
THINGS I NEED HELP WITH	Ideas for attracting greater participation in both youth programs and programs for the elderly; programs ideas.
GREAT FAILURES I HAVE SURVIVED	No attendance at films for elderly; 300 children at one movie showing which created hazard to life according to fire rules. Control by ticket to prevent congestion was suggested.

WILBUR PARROTT
W. Bridgewater Public Library
159 W. Center Street
W. Bridgewater, MA 02379 583-2069

THINGS I KNOW SOMETHING ABOUT	Theology, community development, Latin
PROGRAMS MY LIBRARY HAS TRIED	Book delivery to elderly; film programs for children.
THINGS I NEED HELP WITH	
GREAT FAILURES I HAVE SURVIVED	Adult film programs.

MARJORIE PAULSON
Bridgeater Publi Library
15 South Street
Bridgewater, MA 02324 697-4601

THINGS I KNOW SOMETHING ABOUT	Oral History; historical collections.
PROGRAMS MY LIBRARY HAS TRIED	Getting acquainted with new residents; "Sing along" with young adults.
THINGS I NEED HELP WITH	Program suggestions for (1) adult, (2) young adults, and (3) authors who might speak.
GREAT FAILURES I HAVE SURVIVED	Publicity. Suggested name: LIFE (Library Information File Exchange).

MARY PEREIRA
Fall River Public Library
104 North Main Street
Fall River, MA 02720

THINGS I KNOW SOMETHING ABOUT	
THINGS MY LIBRARY HAS TRIED	Children's story hours; Friends of the Library lectures for different age groups and movies.
THINGS I NEED HELP WITH	Ideas to reach out to our imigrant group.
GREAT FAILURES I HAVE SURVIVED	

ANNE PETTERSON
Stoughton Public Library
84 Park Street
Stoughton, MA 02072 344-2711

THINGS I KNOW SOMETHING ABOUT	Programming with associated PR; developing a collection in a foreign language.
PROGRAMS MY LIBRARY HAS TRIED	Live rock dances; craft programs for all ages.
THINGS I NEED HELP WITH	Imporving collection for new residents of professional status.
GREAT FAILURES I HAVE SURVIVED	Young adult programs.

KATHARINE REICHERT
Springfield Technical Community College
Springfield, MA 781-6470

THINGS I KNOW SOMETHING ABOUT	Automation of library procedures; cooperation between regional film library, hospital library, and private college libraries.
PROGRAMS MY LIBRARY HAS TRIED	
THINGS I NEED HELP WITH	
GREAT FAILURES I HAVE SURVIVED	Mild failures organizing PR between library and student; computerized circulation.

JOSEPH J. SCHMUCH
Belmont Memorial
336 Concord Avenue
Belmont, MA 02178

THINGS I KNOW SOMETHING ABOUT	Running a public library.
PROGRAMS MY LIBRARY HAS TRIED	Name it, if it's at all conventional, even modern conventional, we've probably tried it.
THINGS I NEED HELP WITH	Running a public library better.
GREAT FAILURES I HAVE SURVIVED	I've been lucky.

BEVERLY SHANK
Medford Public Library
Medford, MA 395-7950

THINGS I KNOW SOMETHING ABOUT	Cable TV (have been collecting information file on it); working with non-English speaking; film making; local history programs; prison libraries.
PROGRAMS MY LIBRARY HAS TRIED	Mothers' programs during preschool story hours; programs for children; plant, cooking puppet and paper craft programs; supplying engraver for securing TV sets, radios, etc.
THINGS I NEED HELP WITH	Encouragement and fraternity every once in while.
GREAT FAILURES I HAVE SURVIVED	No great failures; many small, hagging ones.

RICHARD SOBEL
Bristol Community College
Learning Resources Center
Fall River, MA 678-2811, Ext. 140

THINGS I KNOW SOMETHING ABOUT	I know a little about integrating print and non-print services.
PROGRAMS MY LIBRARY HAS TRIED	
THINGS I NEED HELP WITH	I need to obtain more funds for staff and materials.
GREAT FAILURES I HAVE SURVIVED	I have made almost every error possible and have survived because I can admit that I make errors and try to do something about them.

LENA STAPLES
241 Main Street
Lakeville, MA 02344 947-9028

THINGS I KNOW SOMETHING ABOUT	Summer programs--kindergarten - grade 6; storytelling; book talks; orientation of library to elementary children.
PROGRAMS MY LIBRARY HAS TRIED	Preschool story hours; summer programs for K-6 grade; arts and crafts fair; program for all children.
THINGS I NEED HELP WITH	Ideas on programs for YA and elder citizens; ideas on anything you have to offer are welcome.
GREAT FAILURES I HAVE SURVIVED	You learn by all your mistakes--I do it all the time, mistakes of course!!!

MARK TITUS
Plymouth Public Library
Plymouth, MA 746-1927

THINGS I KNOW SOMETHING ABOUT	Music, motorcycles, occult, contemporary literature, copy machines.
PROGRAMS MY LIBRARY HAS TRIED	Music appreciation course, preschool story hours.
THINGS I NEED HELP WITH	Prison libraries, elderly, underserved.
GREAT FAILURES I HAVE SURVIVED	My birth.

BARBARA WEAVER
Central Mass. Regional System
Worcester Public Library
Worcester, MA 752-3751

THINGS I KNOW SOMETHING ABOUT	Bookmobiles, adult education, sports cars; I know lots of exciting librarians in New England and can help you get in touch with them.
PROGRAMS MY LIBRARY HAS TRIED	Continuing education, staff development, video taping.
THINGS I NEED HELP WITH	I need to know more non-public librarians and what community agencies are doing.
GREAT FAILURES I HAVE SURVIVED	Don't ever ask me to babysit for a horse.

MARALYN ZION
Revere Public Library
Revere, MA 284-0102

THINGS I KNOW SOMETHING ABOUT	Children's programming and special projects for children.
PROGRAMS MY LIBRARY HAS TRIED	Toy lending library; adult film programs.
THINGS I NEED HELP WITH	Budget stretching, additional programming.
GREAT FAILURES I HAVE SURVIVED	Teen program.